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COMMUNICATION

Communication is a fundamental notion in the study of behaviour, which acts as a frame of reference for Linguistic and phonetic studies. Communication refers to the transmission of information (a 'message') between a source and receiver using a signaling system: in linguistic contexts, source and receiver are interpreted in human terms, the system involved is a language, and the notion of response to (or acknowledgement of) message becomes of crucial importance. In theory, communication is said to have taken place if the information received is the same as that sent: in practice, one has to allow for all kinds of interfering factors, or 'noise', which reduce the efficiency of the transmission (Ex. unintelligibility of articulation, idiosyncratic association of words). One has also to allow for different levels of control in the transmission of the message: speaker's purposive selection of signals will be accompanied by signals, which communicate 'despite themselves', as when voice quality signals the fact that a person has a cold, is tired/old/male, etc.

Human communication may take place using any of the available sensory modes (hearing, sight, etc.), and the different study of these modes, as used in communicative activity, is carried on by semiotics. A contrast, which often made, especially by psychologist, is between verbal and non-verbal communication to refer to the linguistic vs. the non-linguistic features of communication (the latter including facial expressions, gestures, etc., both in humans and animals). However, the ambiguity of the term 'verbal' here, implying that language is basically a matter of 'words', makes this term of limited value to linguists, and it is not usually used by them in this way.

The term 'communicative' is often used in a restricted sense. In the phrase communicative competence, for instance, it is in contrast with 'linguistic', a distinction being made between the narrative-speakers' awareness of the formal patterning of their language, on the one hand (their 'linguistic competence'), and the situational appropriateness of their language, on the other. This emphasis on functional appropriateness also characterises several uses of the term in the field of foreign-language teaching (communicative grammar, communicative syllabus, etc.). Communicative dynamism (or CD) is a fundamental concept of the modern prague school theory of linguistics, whereby utterance is seen as a process of gradually unfolding meaning, each part of the utterance contribute variously ('dynamically') to the total communicative effect. Some parts of an utterance will contribute little to the meaning, because they reflect only what has already been communicated: these

'thematic aspect would be considered to have the lowest degree of CD. By contrast 'rhematic' aspect have the highest degree of CD, containing new information, which advances the communicative process. Other aspects are also recognized.

VERBS OF COMMUNICATION

A typical verb of communication denotes conveying or transferring a message or information to someone. Accordingly a typical process of communication involves at least three arguments: the addresser, the addressee and the matter addressed. These verbs differ with respect to the nature of the message and the way it is communicated. In English a typical addresser of communication (in active sentence) is realized in in the surface structure as an NP which functions as the subject of the verb, the addressee of communication is realized as a PP (i.e. to NP, which is the goal) and the communication addressed as PP or as a complement (that-complement, to-complement, S-complement or ing-complemet). In Tamil a typical addresser of communication is realized in the surface structure as an NP which functions as the subject of the verb, the adressee of communcation is realized as a CP (NP-*kku*) or POP (NP-*iTam*) and the matter addressed is realized as an NP which funcitons as the object of the verb.

The aim of the paper is to describe the verbs of communication in English and Tamil and to contrast them so as to find out the syntactic and semantic differences and similarities between the two systems. To achieve the aim, the following objectives have been kept in mind:

1. To understand the verbs of communication in general
2. To find out the syntactic and semantic features of verbs of communication in both the languages.
3. To find out the argument structure of verbs of communication in both the languages.
4. To correlate the syntactic and semantic features of verbs of communication in English and Tamil.

SYNTAX AND SEMANTICS OF VERBS

In Tamil Thesaurus (Rajendran, 2001), the semantic domain EVENTS comprises of verbs. Verbs are arguably the most important lexical and syntactic category of a language. The verb provides the relational and semantic framework for its sentence. Its predicate argument structure specifies the possible syntactic structures of the sentences in which it can occur. The linking of noun arguments with thematic roles or cases determines the different meanings of the events or states denoted by the sentence, and the selectional restrictions specify the semantic properties of the noun classes that can flesh out the frame. This syntactic and semantic information generally become a part of the verb's lexical entry and thus become part of the information about the verb that is stored in a speaker's mental lexicon. Because of the complexity of this information, verbs are probably the lexical category that is most difficult to study. There are 3312 verbs listed in *CreA-vin tarkaallat tamizh akaraati*. The list will increase if we take into account the compound verbs.

CLASSIFICATION OF VERBS

It must be recalled here that Nida's (1976b) tentative classification of events based on componential analyis consists of twelve semantic domains: Physical, Physiological, Sensory, Emotive, Intellection, Communication, Association, Control, Movement, Impact, Transfer, and Complex activities, involving a series of movements or actions. Rajendran (1978) classified verbs into 31 groups out of which ten are major important semantic domains. The important semantic domains identified by him based on componential analysis of verbs are: (1) verbs of movement, (2) verbs of transferring, (3) verbs of change of state, (4) verbs of impact, (5) verbs of senses, (6) verbs of emotion, (7) verbs of intellection, (8) verbs of communication and calling, (9) verbs of association, (10) verbs of cooking. Each major domain is divided into subdomains by taking into account distinguishing semantic component. Say for example, verbs of movement is subclassified into sixteen domains such as verbs of locomotion, verbs of wandering movement, verbs of upward movement, verbs of downward movement, verbs of jumping movement, verbs of circular movement, verbs of movement towards outside, verbs of movement towards inside, verbs of scattering and spreading movement, verbs of shaking movement, verbs of slipping movement, verbs of coming and going, verbs of leaving, verbs of chasing and following, verbs of nearing and approaching, verbs of starting and reaching. Rajendran (1991) classifies the verbs into twelve more or less in line with Nida (1976b). The subclassification has been made based on the distinguishing semantic components. The classification may need a second look to make it more users friendly. Even though verbs do not show hierarchical ordering, a quasi-hierarchical ordering is possible by taking into account certain pertinent distinguishing features.

POLYSEMOUS NATURE OF VERBS

The verbs are fewer in number than nouns in Tamil and at the same time verbs are more polysemous in nature than nouns. Verbs can change their meanings depending on the kinds of noun arguments with which they co-occur; where as the meanings of nouns tend to be more stable in the presence of different verbs. Say for example take the verb *aTi* 'beat', its meaning varies with the nouns to which it is collocated. This kind of semantic flexibility of verbs makes the lexical analysis of verbs difficult.

SYNONYMY AMONG VERBS

Verbal domain exhibit a few truely synonymous verbs. Take for example, the words *paTi* 'read' and *vaaci* 'read'. *avan puttakam paTikkiRaan* 'he is reading a book' can entail *avan puttakam vaacikkiRaan* 'he is reading a book'. The relation existing between *paTi* and *vaaci* is synonymy and *paTi* and *vaaci* are synonyms at least in this context. Truly synonymous verbs are difficult to find, mostly quasi synonymous verbs are found in Tamil. The existence of a simple and a parallel compound form (noun + verbalizer) causes synonymy (quasi synonymy) in verbal system of Tamil.

Ex.

kol 'kill' - *kolai cey* 'murder

vicaari 'inquire' - *vicaaraNai cey* 'investigate'

The synonymous expressions of many verbs show that they are manner elaborations of more basic verbs. For example, *viniyooki* 'distribute' can be considered as an elaboration of the basic verb *koTu* 'give'.

DECOMPOSITONAL NATURE OF VERBS

Most approaches to verb semantics have been attempted as decomposition in one form or another. The works of Katz and Fodor (1963), Katz (1972), Gruber (1976), Lakoff (1970) and Jakendoff (1972) and McCawley (1968) stand to testify this point. McCawley (1968), for example, decomposes KILL into CAUSE TO BECOME NOT ALIVE. Jackendoff (1983) have proposed an analysis of verbs in terms of such conceptual categories as EVENT, STATE, ACTION, PATH, MANNER, etc. Relational semantic analysis differs from semantic decomposition primarily by taking lexical items, rather than hypothetically irreducible meaning atoms, as the smallest units of analysis. Thus, relational analysis has the advantage that its units can be thought of as entries in speakers' mental dictionaries. The decompositional features of verbs can be captured partially by the componential features which help in classifying verbs into semantic subdomains.

LEXICAL ENTAILMENT AND MERONYMY

The principle of lexical inheritance can be said to underlie the semantic relation between nouns, and bipolar oppositions serve to organize the adjectives. Similarly different relations that organize the verbs can be cast in terms of one overarching principle, lexical entailment. In logic, entailment, or strict implication, is properly defined for propositions, not for words. "A proposition P is said to entail a proposition Q if and only if there is no conceivable state of affairs that could make P true and Q false." (Miller, 1991:233). Entailment is a semantic relation because it involves reference to the states of affairs that P and Q represent. The notion of entailment can be adapted, however, and used to refer to the relation that holds between two verbs V1 and V2 when the statement *Someone V1* entails *Someone V2*. This use of entailment can be called lexical entailment. Thus for example, *kuRaTTai viTu* 'snore' lexically entails *tuungku* 'sleep' because the sentence *avan kuRaTTai viTukiRaan* 'he is snoring' entails *avan tuungkukiRaan* 'he is sleeping'; the second sentence necessarily holds if the first one does. Lexical entailment is a unilateral relation: if a verb V1 entails another verb V2, then it cannot be that V2 entails V1. For example *uRangku* need not entail *kuRaTTai viTu*.

The entailment relation between verbs resembles meronymy between nouns, but meronymy is better suited to nouns than to verbs. Meronymy (part-whole relation) plays an important role in the hierarchical arrangement of nouns. The division of the human body into parts can serve as a prototype for all part-whole hierarchy. Fullbaum (1990) argue that, first, verbs cannot be taken as a part in the same way as nouns, because the parts of verbs are not analogous to the parts of nouns. Most nouns and noun parts have distinct, delimited referents. The referents of verbs, on the other hand, do not have the kind of distinct parts that characterize objects, groups, or substances. Componential analysis has shown that verbs cannot be broken into referents denoted solely by verbs. It is true that some activities can be broken down into sequentially ordered subactivities, say for example *camai* 'cooking' is a complex activity involving a number of sub-activities. Consider the relation between the verbs *vangku* 'buy' and *koTu* 'pay'. Although neither activity is a discrete part of the other, the two are connected in that when you buy something, somebody gives it to you. Neither activity can be considered as a subactivity of the other. Consider the relations

among the activities denoted by the verbs *kuRaTTaiviTu* 'snore', *kanavukaaN* 'dream', and *uRanku* 'sleep'. Snoring or dreaming can be part of sleeping, in the sense that the two activities are, at least, partially, temporally co-extensive; the time that you spend snoring or dreaming is a proper part of the time you spend sleeping. And it is true that when you stop sleeping you also necessarily stop snoring or dreaming. The relation between pairs like *vaangku* 'buy' and *koTu* 'pay' and *kuRaTTaiviTu* 'snore' and *uRangku* 'sleep' are due to the temporal relations between the members of each pair. The activities can be simultaneous (as in the case of *vaangku* 'buy' and *koTu* 'pay' or one can include the other (as in the case of *kuRaTTaiviTu* 'snore' and *uRanku* 'sleep').

HYPONYMY AMONG VERBS

Hyponymy is the relationship which exists between specific and general lexical items, such that the former is included in the latter. The set of terms which are hyponyms of same superordinate term are co-hyponyms. The hyponymopus relation of the kind found in nouns cannot be realized in verbs. An examination of 'verb hyponyms' and their superordinates shows that lexicalization involves many kinds of semantic elaborations across different semantic fields. The analysis of verbs of motion in Tamil (Rajendran, 1989) reveals the fact that the semantic component such as +DIRECTION (*eeRu* 'climb up' vs *iRangku* 'climb down', +MANNER (*ndazuvu* 'slip down' vs *vizu* 'fall' + CAUSE, +SPEED (e.g. *uur* 'crawl' vs *ooTu* 'run') added to the common semantic component +MOVE establish co-hyponymous relation found among verbs of motion. Fellbaum (1990) make use of the term troponymy to establish this type of relation existing between verbs.

TROPONYMY AND ENTAILMENT

Troponymy is a particular kind of entailment in that every troponym V1 of a more general verb V2 also entails V2 (Fellbaum:1990). Consider for example the pair *ndoNTu* 'limp': *ndaTa* 'walk'. The verbs in this pair are related by troponymy: *ndoNTu* is also *ndaTa* in a certain manner. So *nodNTu* is a troponym of *ndaTa*. The verbs are also in entailment relation: the statement *avan ndoNTukiRaan* 'he is limping' entails *avan ndaTakkiRaan* 'he is walking'.

In contrast with pairs like *ndoNTu-ndaTa* 'limp-walk', a verb like *kuRaTTaiviTu* 'snore' entails and is included in *tuungku* 'sleep', but is not a troponym of *tuungku*. *vaangku* 'buy' entails *koTu* 'give', but is not a troponym of *koTu* 'give'. The verbs in the pairs like *kuRaTTaiviTu-tuungku* are related only by entailment and proper temporal inclusion. The important generalization here is that verbs related by entailment and proper temporal inclusion cannot be related by troponymy. For two verbs to be related by troponymy, the activities they denote must be temporally co-extensive.

OPPOSITION RELATIONS AMONG VERBS

There is evidence that opposition relations are psychologically salient not only for adjectives, but also for verbs (Fellbaum, 1990). In building database for verbs, it is found that after synonymy and troponymy, opposition is the most frequently coded semantic relations. The semantics of opposition relations among verbs is complex. As for as Tamil is concerned there is no morphologically derived opposite verbs. Some of the oppositions found among nouns are absent in verbs. A number of binary

oppositions have been shown by the verbs which includes converseness, directional, orthogonal, and antipodal opposition.

CONVERSENESS IN VERBS

The relation exmplified by the pair *husband* and *wife* is known as converseness. Active and passive forms of transitive verbs can be taken as showing converseness opposition. *avan avaLai konRaan* is in converse relation with the passive expression *avaL avanaal kollappaTTaaL*. Thus active-passive pairs of transitive verbs in Tamil show converse relation of opposition. By virtue of the definition the converseness, if R is a two-place relation and R' is its converse, we can substitute R' for R and simultaneously transpose the terms in the relation to obtain an equivalence: R(x,y) = R'(y,x). The relation between the verbs *vaangku* 'buy' and *vil* 'sell' is rather more complex (Fellbaum, 1990).

DIRECTIONAL OPPOSITION

The lexical items which are directionally opposite are in direcional opposition relation. The relationship which hold between the pairs such as *vandtuceer* 'arrive': *puRappaTu* 'reach', *vaa* 'come': poo *'go'* is directional opposition. Under this category are the verb pairs such as *uyar* 'rise' and *taaz* 'go down', *eeRu* 'ascend' and *iRangku* 'descend'.

OTHER OPPOSITIONS

There are other oppositions with reference to change of state, manner, speed, etc. as exemplified below:

kaTTu 'build'	: *iTi* 'demolish'
kaTTu 'tie'	: *avizh* 'untie'
ottukkoL 'agree'	: *maRu* 'disagree'
uLLizu 'inhale'	: *veLiviTu* 'exhale'
ndaTa 'walk'	: *ooTu* 'run'

Not only the opposing features, even the presence or absence of a feature can also keep two items in opposition relation. These contrasting or distinguishing features can be arrived at by componential analysis of verbs (Rajendran, 1978).

OPPOSITION AND ENTAILMENT

Many verb pairs in an opposition relation also share an entailed verb (Fellbaum, 1990). For example the pair *jeyi* 'succeed' and *tool* 'fail' entails *muyal* 'try'. A verb V1 that is entailed by another verb V2 via backward presupposition cannot be said to be part of V2. Part-whole statements between verbs are possible only when a temporal inclusion relation holds between these verbs.

CAUSAL RELATION AMONG VERBS

The causative relation picks out two verb concepts, one causative (e.g. *koTu* 'give), the other what might be called the "resultative" (e.g. *peRu* 'get'). In contrast to the other relations coded in Tamil Thesaurus, the subject of the causative verb usually has a referent that is distinct from the subject of the resultative; the subject of the resultative must be an object of the causative verb, which is therefore necessarily transitive. The causative member of the pair may have its own lexicalization, distinct from the resultative, as in the *koTu* 'give' and *peRu*; sometimes, the members of such a pair differ only by a small variation in their common stem, as in the case of *vizu* 'fall'- *viizttu* 'fell', *kaaN* 'see'-*kaaTTu* 'show'. Although many languages have a means to express causation, not all languages lexicalize the causative member independently; causation is often marked by morpheme reserved for this function. Tamil has a number of lexicalized causative-resultative pairs, such as *kaaTTu* 'show'- *kaaN* 'show'; they may have parallel analytic, or periphrastic causative forms, which are formed by combining the auxiliary verb *cey* or *vai* to the infinitive form of the concered main verbs. This is a productive process.

paaTu 'sing' - *paaTavai*, *paaTacey* 'cause to sing'

tiNaRu 'suffer' - *tiNaRavai*, *tiNaRaccey* 'cause to suffer'

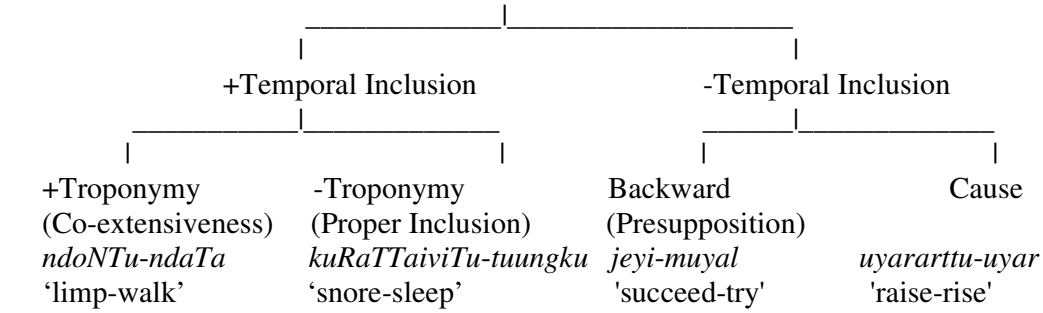
It has been frequently pointed out that a periphrastic causative is not semantically equivalent to a lexicalized causative, but refers to more indirect kind of causation than the direct lexicalized form. *uuTTu* 'feed' and *uNNaccey* 'cause to eat' cannot be interchangeable to refer to the same action, and so are not strictly speaking synonymous expressions of the same concept. For the purpose of thesaurus such pragmatic considerations have been disregarded. Tamil Thesaurus recognizes only lexicalized causative-resultative pairs. The synonyms of the members of such pair inherit the cause relation, indicating that this relation holds between the entire concepts rather than between individual word forms only.

CAUSATION AND ENTAILMENT

Causation can be considered as a specific kind of entailment: if V1 necessarily causes V2, then V1 also entails V2 (Fellbaum, 1990). For example the verb *veLiyeeRRu* 'expel' entails *veLiyeeRu* 'leave', where the entailing verb denotes the causation of the state or activity referred to by the entailed verb. Like the backward presupposition relation that holds between verbs like *tool/vel* and *muvyal* the entailment between verbs like *uyarttu* ‘raise’ and *uyar* ’rise’ is characterized by the absence of temporal inclusion. The causation relation is unidirectional: although *veLiyeeRRu* entails *veLiyeeRu*, *veLiyeeRu* does not entail *veLyeeRRu*. Similarly *uuTTu* 'feed' implies *uN* 'eat', but *uN* does not entail *uuTTu* 'feed'.

Four different kinds of lexical entailment have been distinguished that systematically interact with the semantic relations coded in Tamil Thesaurus. These four kinds of entailment can be related as shown in the following tree:

Entailment



SYNTACTIC PROPERTIES AND SEMANTIC RELATIONS

In recent years there is a trend in incorporating syntactic properties in the lexicon itself. Especially as the verb plays an important role in the interpretation of the sentence in which it forms a part, its syntactic as well as semantic properties are incorporated in the lexicon itself. It is the verb which decides upon the number of noun arguments a sentence should contain. This research analyzes the constraints on verbs' argument-taking properties in terms of their semantic makeup, based on the assumption that a distinctive syntactic behaviour of verbs and verb classes arises from their semantic components.

The methodology proposed here aims to model lexical memory rather than represent lexical knowledge and so it excludes much of a speaker's knowledge about both semantics and syntactic properties of verbs. There is no evidence that the syntactic behaviour of verbs serves to organize lexical memory. But there is a substantial body of research showing undeniable correlation between a verb's semantic make-up and its syntax, and the possible implications in children's acquisition of lexical knowledge.

In order to cover at least one of the most important syntactic aspects of verbs, the set of verbs in each subdomain as well as each verb in a subdomain is proviede with one or several sentence frames, which specify the subcategorization features of the verbs indicating the kinds of sentences in which they can occur. This information permits one quickly to search among the verbs for the kinds of semantic-syntactic regularities which could be established. One can either search for all the subdomains that share one or more sentence-frames in common and compare their semantic properties; or one can start with a number of semantically similar subdomains and see whether they exhibit the same syntactic properties. An exploration of the syntactic properties of co-troponyms occasionally provides the bases for distinguishing semantic subgroup of troponymys. Viewing verbs in terms of semantic relations can also provide clues to an understanding of the syntactic behaviour of verbs.

SCOPE OF THE STUDY

The study is very helpful in understanding the syntactic and semantic structure of verbs of communication in English and Tamil there by it is possible to make a comparison and contrast between the verbs of communication in the two languages from the point of view of language teaching and language learning. The study provides abundant scope for correlating the two languages from the point of view of language functions and translation.

2. VERBS OF COMMUNICATION IN ENGLISH

2.1. INTRODUCTION

The verbs grouped here denote transfer of idea, emotion, feeling etc from a human source to another through audible media. Taking into consideration the syntactic and semantic features of the verbs denoting communication, they can be classified into following sub domains: verbs of speaking, verbs of saying, verbs of explaining, verbs of declaring, verbs of asking-1, verbs of asking-2, verbs of summoning, verbs of praising, reproving and discussing.

2.2. VERBS OF SPEAKING

Under this heading the verbs such as *speak, talk* and *converse* are grouped together as they denote 'articulating words so as to express ones thoughts'. All these verbs are capable of taking three arguments: the addresser, the addressee and the matter addressed. The addresser is realized as an NP, which functions as the subject of the verb; the hearer is realized as a PP (to NP) which functions as the indirect object of the verb; the matter addressed as a PP (about NP).

SPEAK

Speak is, in general, the broad term and may refer to utterances of any kind, however coherent or however broken or disconnected, and with or without reference to a hearer or hearers

Ex.
He is not able to speak above a whisper.
I shall speak to him about it.
Let him speak for the organization.

TALK

It is on the other hand, usually implies an auditor or auditors and connected collequy or discourse

Ex.

He left the room because he did not care to talk.

But *speak* is also used of relatively weighty or formal speech (often public speech) and talk of what is more or less empty or frivolous.

Ex.
A fool may talk, but a wise man speaks.
A good old man, sir; he will be talking.

CONVERSE

It implies an interchange in talk of thoughts and opinions.

Ex.

In the press convergence the president can converse with the public rather than preach to it.

VERB	ARUGMENTS	THE SURFACE REALIZATION OF THE ARGUMENTS	ARGUMENT STRUCTURE
SPEAK	The verb is capable of taking three arguments: the addresser, the addresee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addresser is realized as PP (to NP, with NP) and the matter addressed is realized as a PP (about NP, of NP) or NP.	[NP speak to NP] The president refused to speak to the waiting journalist [NP speak to NP about NP] I've spoken to the manager about it. [NP speak of NP] Witness spoken of a great ball of flame. [NP speak NP] He spoke the final words of the play.
TALK	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addresser is realized as PP (with NP) and the matter addressed is realized as a PP (of NP)	[NP talk with NP] We looked around the school and talking with the principle. [NP talk in NP] We couldn't understand them because they were talking in Chinese. [NP talk of NP] Mary is talking of looking for another job. [NP talk on NP] We talked on the phone for over an hour.
CONVERSE	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which funtions as the subject of the verb; the address is realized as PP (with NP) and the matter addressed is realized as a PP (about NP).	[NP converse with NP] She conversed with him about their future plan.

2.3. VERBS OF SAYING

Under this heading the verbs such as *say, utter, tell* and *state* are grouped. They are comparable as they mean 'to put into words'. The verbs *say* and *tell* are capable of taking three arguments: the addresser, the addressee and the matter which addressed. The addresser is realized as an NP which, functions as the subject of the verb; the addressee is realized as a prepositional phrase (to NP) which functions as the indirect object of the verb; and the matter addressed is realized as a PP (about NP) or as that-COMP.

SAY

It often means merely to articulate or pronounce

Ex.
Say the words after me
The baby has not yet learned to say "MAMA" or "DADY"

It is also used in reporting something voiced.

Ex.
He said over the telephone that he would be late in coming home.
"*I am going now," he said.*

Say may also implys the fact of putting in speech or in writing without necessarily suggesting the actual wording

Ex.
You must learn to say what you mean.

UTTER

It stresses the act of putting into speech or spoken words, often with reference only to the use of the voice and with no indication of motive or impulse in speaking.

Ex.
She sat still, not uttering a single word.

TELL

Tell carries no clear implication of whether what is said is put into speech or writing, for the stress is upon imparting an idea or thought and not upon the method used. Consequently *tell* may suggest a putting into spoken or written words, or it may connote an idea upon the mind of a person or of revealing a condition or a sequence of events.

Ex.
I am telling you the truth.
The rocks tell the story of past ages.

STATE

State is often used in place of *say* when the added implication of clearness and definiteness is necessary

Ex.

On should know what one thinks and what one means, and be able to state it in clear terms.

VERB	**ARUGMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
SAY	The verb is capable of taking three arguments:the addresser, the addresser and the matter which is addressed.	The speaker is realized as an NP functioning as the subject of the verb. The hearer is realized as PP (to NP) and the thing which is said is realized as a PP (about NP) and sometimes it is not clearly stated.	[NP say NP to NP about NP] She said nothing to me about it [NP say that comp] He said (that) his name was same. [NP say that comp] It is said that she lived to be over 100. [NP over NP that comp] He said over the telephone that he would be late in coming home.
UTTER	The verb is capable of taking three arguments: the addresser, the addreseee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the hearer is realized as a PP (to NP); the matter which is addressed is realized as a PP (about NP).	[NP utter NP to NP about-NP] She utter something to her friend about her neighbour
TELL	The verb is capable of talking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addresser is realized as PP (to NP) or NP; the matter which is addressed is realized as an NP or PP (about-NP) or	[NP tell to NP] He told the news to every body he saw. [NP tell NP that-COMP] They have told us (that) they are not coming [NP tell NP] I'm ready to go now, he told her [NP tell NP to-COMP]

		that-COMP or to-COMP.	He was told to sit down and wait [NP tell about NP to NP] Did she tell about the accident to you?
STATE	The verb is capable of talking two arguments: the addresser and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addressed is realized as a PP (to NP, in NP) or that-COMP .	[NP state NP] He has already stated his intention to run for election. [NP state NP] The facts are clearly stated in the report. [NP state that-COMP] It was stated that standards at the hospital were dropping. (This pattern is usually used in the passive.)

2.4. VERBS OF EXPLAINING

Under this heading the verbs such as *explain, expound, explicate, elucidate, interpret, construe, account, justify,* and *rationalize* are grouped. *Explain, expound, explicate, elucidate, interpret, construe* grouped are comparable as they denote making oneself or another understand the meaning of something. *Explain, account, justify* and *rationalize* are comparable when they mean to give or tell the cause, reason, nature or significance of something obscure or questionable. A typical verb of explaining is capable of taking three arguments, the addresser, the addressee and the matter which is explained. The addresser is realized as an NP, which functions as the subject of the verb; the addressee is realized as an NP or as a PP (to NP); the matter which is addressed is realized as an NP. Some of them take the first two arguments.

EXPLAIN 1

This is the most general term and it implies a meaning of something plain or intelligible to someone by whom it was previously not known or clearly understood.

Ex.

Explain to a boy the mechanism of an engine.
The teacher explained the meanings of the new words in the poem.

EXPOUND

It implies careful, elaborate, often learned setting forth of a subject in order to explain it (as in a lecture, a book, or a treatise).

Ex.

The clergyman is expounding a biblical text.
He expounded a point of law.

EXPLICATE

It is somewhat a learned term and adds to *expound* the idea of development or detailed analysis.

Ex.
How can we best explicate 'King Lear' and understand it?

ELUCIDATE

It implies a throwing light upon something obscure (as a subject, a work or a passage) especially by clear or luminous exposition or illustration.

Ex.
Elucidate an obscure passage in the text.

INTERPRET

It implies the making clear to oneself or to another the meaning of something (as a poem, a dream, an abstraction, or a work in a foreign language) which presents more than intellectual difficulties and requires special knowledge, imagination, or sympathy in the person who would understand it or make it understood

Ex.

I have tried in this all too hasty sketch to interpret.
It is a sophistry to interpret experience in terms of illusion.

CONSTRUCE

It is preferred to *interpret* when the difficulties are textual either because of the strangeness of the language or because of ambiguities or equivocations in it. It therefore may suggest either translation involving careful analysis of grammatical structure.

Ex.
Construe ten times of Virgil.

EXPLAIN 2

One explains what is hard to understand because it is mysterious in its origin or nature or lacks an apparent or sufficient cause or is full of inconsistencies.

Ex.
These sciences have not succeeded in explaining the phenomena of life.

ACCOUNT

Explain often implies an attempt to excuse or to set oneself right with others. One accounts for something, rather than explains it, when one shows how it fits into a natural order or a logically consistent pattern.

Ex.
We fail, we are told, to account for the world.

JUSTIFY

One justifies himself or another when he explains certain acts or behaviors in an attempt to free himself or another from blame. It may or may not imply consciousness of guilt or a definite accusation.

Ex.
So far is he from feeling the pangs of conscience that he constantly justifies his act.

RATIONALIZE

One rationalizes something that is or seems to be contrast to reason when he attempts an explanation that is in accord with scientific principles or with reality as known to the senses.

Ex.

Rationalize the Genesis story of creation.

Rationalize may come close to *justify* without, however, so strong an implication of self-deception and at times of hypocrisy.

Ex.
Easy for men of principle to rationalize lapses from high standards where the cause seems to them good

VERB	**ARUGMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
EXPLAIN-1	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a PP (to NP) and the matter which is addressed is realized as an NP or	[NP explain NP] First, I'll explain the rules of the game. [NP explain to NP WH-COMP] She explained to them what to do in an emergency. [NP explain WH-COMP]

		WH-COMP	He explained who each person in the photo was. [NP explain] It works like this; she explained.
EXPOUND	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a PP (to NP) and the matter which is addressed is realized as an NP or a PP (on NP)	[NP expound NP to NP] He expounded his views on the subject to me at great length. [NP expound on NP] We listened as she expounded on the governments new policies.
EXPLICATE	The verb is capable of taking two arguments, the addresser and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addressed is realized as an NP which functions as the object of the verb.	[NP explicate NP] How can we best explicate 'King Lear' and understand it?
ELUCIDATE	The verb is capable of taking two arguments: the addresse and the matter which is addressed.	The addressr is realized as an NP which functions as the subject of the verb; the matter which is addressed is realized as an NP or as WH-COMP.	[NP elucidate NP] He elucidated a point of grammar. [NP elucidate WH-COMP] I will try to elucidate what I think the problems are. [NP elucidate] Let me elucidate.
INTERPRET	The verb is capable of taking two arguments: the addreser and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addressed is realized as an NP which functions as the object of the verb.	[NP interpret NP] The students were asked to interpret the poem. [NP interpret NP as NP] I didn't know whether to interpret her silence as acceptance or refusal. [NP interpret NP in NP] The data can be interpreted in many different ways.

			[NP interpret for NP] She couldn't speak much English so her children had to interpret for her.
CONSTRUE	The verb is capable of taking two arguments: the addresser and the matter which is addressed.	The addresser is realized as an NP functioning as the subject of the verb; the matter which is addressed is realized as an NP which functions as the object of the verb.	[NP construe NP] He considered how the remark was to be construed. NP construe NP as NP Her words could hardly be construed as an apology.
EXPLAIN-2	The verb is capable of taking two arguments: the addresser and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addressed is realized as an NP or as a PP or as a or as that-COMP WH-COMP.	[NP explain] She tried to explain but he wouldn't listen. [NP explain NP] Scientific findings that help explain the origins of the universe. [NP explain that-COMP] Alex explained that his car had broken down. [NP explain WH-COMP] Well that doesn't explain why you didn't phone.
ACCOUNT	The verb is capable of taking two arguments: the accounter and the accountee.	The accounter is realized as an NP functioning as the subject of the verb and the accountee or that which is accounted is realized as an NP which functions as the object of the verb.	[NP account NP NP] In English law a person is accounted innocent until they are proved guilty. [NP account NP NP] The event was accounted a success.
JUSTIFY	The verb is capable of taking two arguments: the justifier and the matter which is justified.	The justifier is realized as an NP functioning as the subject of the verb and that which is justified is realized as an NP which functions as the object of the verb.	[NP justify ing-COMP] How can they justify paying such huge salaries? [NP justify NP] Her success had justified the faith her teachers had put in her.
RATIONALIZE	The verb is capable of taking two arguments : the speaker and	The speaker is realized as an NP functioning as the subject of the verb;	[NP rationalize NP] Rationalize the Genesis story of creation.

	the matter which is rationalized.	the matter which is rationalized is realized as an NP which functions as the object of the verb.	

2.5. VERBS OF DECLARING

The verbs *declare, announce, publish, advertise, proclaim, promulgate* and *broadcast* are grouped together as they denote making known something openly or publicly. A typical verb of declaring is capable of taking two arguments: the addresser and the matter which is addressed. The addresser is realized as an NP, which functions as the subject of the verb. In most of the situations the addresser is is not realized explicitly, but can be interpreted as public. The matter which is addressed is realized as an NP or as a PP or that-COMP, to-COMP. The verb, *announce* is capable of taking three arguments: the addresser, the addressee and the matter addressed.

DECLARE

Declare denotes 'making known explicitly or plainly and usually in a formal manner'.

Ex.

Here the results of research are presented, here the progress of knowledge is declared

ANNOUNCE

Announce denotes 'declaring especially for the first time something presumed to be of interest or intended to satisfy curiosity'.

Ex.

She could not live without announcing herself to him as his mother.

PUBLISH

Publish is used in the sense of 'making public especially though the medium of print'.

Ex.
There were no newspapers to publish every mystery.

ADVERTISE

Advertise is used in the sense of 'calling public attention to by repeated or widely circulated statements'. In its general sense it often connotes statement.

Ex.
Deliberately advertising his willingness to make concessions.

In its specific sense, as implying publicity for the sake of gaining patronage or support for an article of merchandise, it implies the use of communication media (such as the press, the radio, handbills, or bill boards); so used, it is devoid of unfavorable connotation.

Ex.
Advertise a new model of automobile

PROCLAIM

Proclaim is used in the sense of ' announcing orally, sometimes by means of other sound (as of a trumpet), and loudly in a public place'; by extension, to give wide publicity to often insistently, proudly, boldly or defiantly.

Ex.
A lie is as much a lie, when it is whispered, as when it is proclaimed at the market cross.
You proclaim in the face of Hellas that you are a Sophist.

PROMULGATE

It is used to make known to all concerned something that has binding force (as a law of church) or something for which adherents are sought as a theory or doctrine.

Ex.
The doctrine of the Immaculate conception was promulgated in December 1854

BROADCAST

Broadcast is used to make known (as by radio or television) in all directions over a large area.

Ex.
The book he has written to broadcast this conviction.

VERB	**ARUGMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
DECLARE	The verb is capable of taking two	The addresser is realized as an NP which functions	[NP declare NP] The Government

	arguments: the addresser and the matter which is addressed.	as the subject of the verb; the matter which is addressed is realized as an NP or that-COMP, to-COMP.	has declared a state of emergency. [NP declare that-COMP] The court declared that strike action was illegal. [NP declare NP] The area has been declared a national park. [NP declare NP to-COMP] The painting was declared to be a forgery. [NP declare] 'I'll do it!' Tom declared.
ANNOUNCE	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a PP (to NP); the matter which is addressed is realized as an NP or that-COMP, S-COMP.	[NP announce to NP NP] The government yesterday announced to the media plans to create a million new jobs. [NP announce that-COMP] They announced that the flight would be delayed. [NP announce S-COMP] 'I've given up smoking', she announced.
PUBLISH	The verb is capable of taking two arguments: the addresser, and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addressed realized as an NP.	[NP publish NP] The findings of the committee will be published on Friday. [NP publish NP on NP] The report will be published on the internet.

ADVERTISE	The verb is capable of taking two arguments: the addresser the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addresed is realized as NP.	[NP advertise for NP] We are currently advertising for a new Sales Manager. [NP advertise NP] If were you, I wouldn't advertise the fact that you don't have a work place. [NP advertise in NP] If you want to attract more customers, try advertising in the local paper.
PROCLAIM	The verb is capable of taking two arguments: the addresser and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb, and the matter which is addressed is realized as a NP which functions as the object of the verb.	[NP proclaim NP] The president proclaimed a state of emergency. [NP proclaim NP NP] He proclaimed himself emperor.
PROMULGATE	The verb is capable of taking two arguments: the addresser and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addressed is realized as a NP which functions as the object of the verb.	[NP promulgate NP] The Doctrine of the Immaculate Conception was promulgated in December 1854.
BROADCAST	The verb is capable of taking two arguments: the addresser and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addressed is realized as an NP which functions as the object of the verb.	[NP broadcast] The Concert will be broadcast live. [NP broadcast] They began broadcasting in 1992 [NP broadcast NP] I don't like to broadcast the fact that my father owns the company.

2.6. VERBS OF ASKING-1

Under this heading the verbs such as *ask, question, interrogate, query, inquire, catechize, quiz* and *examine* are grouped together as they are used in the sense of addressing a person in an attempt to elicit information. A typical verb of asking-1 is capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP, which functions as the subject of the verb; the addressee is realized as a NP or PP (of NP); the matter which is addressed is realized as an NP or as a PP (for NP, to NP, about NP, in NP, if-COMP). Some of them take only the first two arguments.

ASK-1

Ask is the general or colourless term for putting a question.

Ex.
Ask and you will find.
Ask the price of an article.
Ask your brother if he will join us.
He asked her 'How are you?'

QUESTION

Question usually suggests asking one question after another as in teaching or in searching out the ramifications of a topic.

Ex.
Socrates preferred questioning his disciples to lecturing them.

INTERROGATE

Interrogate stresses formal or systematic questioning.

Ex.
He was interrogated by the police for over 12 hours.

QUERY

Query usually strongly implies a desire for authoritative information or the resolution of a doubt.

Ex.
I am not in a position to query their decision.

INQUIRE

Inquire has for its fundamental implication a search for the facts or the truth; only when it distinctly implies in addition to such an intention the asking of a question or questions does it come into comparison with the other words of this group.

Ex.
Inquire the best route to Newyork country.
Inquire when the public library would be open.

CATECHIZE

Catechize adds to *interrogate* the suggestion of an aim to elicit a certain kind of answer. Often the answers expected are definite statements of doctrine already phrased in a catechism (A book supplying questions and answers concerning the doctrines of a church). In extended use, however, there is often the implication of a desire to lead the person who is questioned into making answers that are self condemnatory or that will reveal his weaknesses.

Ex.
It was their policy to catechize every candidate for a doctor's degree at the beginning of his advanced studies.

QUIZ

Quiz implies an informal but often through going interrogation to determine how well a series of lecturers has been understood or (as of a murder suspect) to determine the facts of the case.

Ex.
Four men are being quizzed by the police about the murder.

EXAMINE

Examine implies interrogation or catechizing for the purpose of drawing answers that indicate how much or how little a person knows.

Ex.
The students in this course are examined at the end of the year.
No candidate for a civil service position is considered until he has been examined with all other candidates and given a satisfactory rating.

VERB	**ARUGMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**

ASK2	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as an NP which function as the object of the verb; the matter which is addressed is realized as a PP (about NP) S-COMP or to-COMP.	[S NP ask] 'Where are you going?' she asked. [S NP ask NP] 'Are you sure?' she asked her. [NP ask NP about NP] He asked about her family. [NP ask to-COMP] All the students were asked to complete a questionnaire.
QUESTION	The verb is capable of taking three arguments: the addresser, the addressee, and the matter which is addressed about.	The addresser is realized as an NP functioning as the subject of the verb, the addressee is realized as an NP which functions as the object of the verb; the matter which is addressed is realized as a PP (on NP, about NP) or wh-COMP.	[NP question about NP] She was arrested and questioned about the fire. [NP question on NP] The students were questioned on the books they had been studying [NP question wh-COMP] He questioned whether the accident was solely the truck driver's fault.
QUERY	The verb is capable of taking two arguments: the addresser, and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb and the matter which is addressed is realized as an NP which function as the object of the verb.	[NP query NP] We queried the bill, as it seemed for too high. [NP query NP] I am not in position to query their decision.
INQUIRE	The verb is capable of taking two arguments: the addresser, and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the matter which is addressed is realized as a PP (about NP) or S.	[NP inquire about NP] I called the station to inquire about train times. [NP inquire S] Might I inquire why you have not mentioned this until now?
CATECHIZE	The verb is capable of taking two arguments: the addresser and the addressee.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a NP.	[NP catechize NP] It was their policy to catechize every candidate for a doctor's degree at the beginning of his advanced studies.

QUIZ	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as an NP which function as the object of the verb; the matter which is addressed is realized as a PP (about NP).	[NP quiz NP about NP] Four men are being quizzed by police about the murder.
EXAMINE	The verb is capable of taking two arguments: the examiner, and the examinee or the matter which is examined	The examiner is realized as an NP functioning as the subject of the verb; the examinee or the matter which is examined is realized as an NP which functions as the object.	[NP examine HOW-COMP] It is necessary to examine how the proposals can be carried out. [NP examine NP in NP] The students will be examined in all subjects at the end of term. [NP examine NP for NP] The goods were examined for damage on arrival.

2.7. VERBS OF ASKING-2

Under this heading the verbs such as *ask, request* and *solicit* are grouped. These

verbs mean to seek to obtain by making one's wants or desires known. A typical verb of asking-2 is capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as an NP which functions as the object of the verb. Some of them take only the first two arguments.

ASK

Ask implies expectation of a response, often an affirmative response.

Ex.
I am going to ask a favor of you.
He asked the close attention of all his audience.
Ask the citizens for their full cooperation

REQUEST

It carries a suggestion of greater courtesy and formality in the manner of asking and is preferable to ask when one feels that what one wants may not be granted, whether for lack of power or means or from lack of interest on the other side or when one wishes to be exceedingly polite or ingratiating.

Ex.
Request a loan.
Requesting an opportunity to present their opinions.
Request the presence of a person at a reception.

SOLICIT

Solicit seldom implies earnest entreaty or urging; its most common suggestion is that of calling attention to one's wants and desires in the hope of having them satisfies.

Ex.
A merchant solicits trade by of letters, or handbills, or advertisements in journals.
A magazine solicits subscriptions when it sends an agent to interview possible subscribers.

VERB	**ARUGMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
ASK2	The verb is capable of taking two arguments: the addresser and the and the addressee.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as an NP which functions as the object of the verb.	[NP ask NP] I am going to ask a favour of you. [NP ask NP] He asked the close attention of all his audience. [NP ask NP for NP] The government asked the citizens for their full co-operation.
REQUEST	The verb is capable of taking two arguments: the addresser and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb and the matter which is addressed is realized as a NP or to-COMP and	[NP request NP] She requested permission to film at the white house. [NP request NP to-COMP] We were requested not to smoke in the restaurant. [NP request that NP She requested that no one

		that-COMP.	be told of her decision until the next meeting.
SOLICIT	The verb is capable of taking three arguments: the addresser, addressee and the matter which is addressed (i.e. solicited).	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as an NP or PP; the matter which is addressed is realized as an NP which functions as the object of the verb..	[NP solicit NP from NP] They were planning to solicit funds from a number of organizations. [NP solicit NP for NP] Historians and critics are solicited for their opinions. [NP solicit] Prostitutes solicited openly in the streets.

2.8. VERBS OF SUMMONING

Under this heading the verbs such as *summon, summons, call, cite, convoke, convene* and *muster* are grouped together as they mean to demand the presence of person or by extension, things. A typical verb of summening is capable of receiving two arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb and the addressee is realized as an NP which functions as the object of the verb and the matter which is addressed is realized as to-COMP. Some of them take only

SUMMON

Summon implies the exercise of authority or of power. It usually suggests a mandate, an imperative order or bidding, or urgency.

Ex.
The king summoned his privy councilors to the palace.

SUMMONS

Summons is sometimes interchangeable with *summon*, usually implies the actual serving with a legal write to appear in court.

Ex.
He was summonsed to appear in court.

CALL

Call is often used in place of *summon*, especially when less formality is implied or the imperativeness of the bidding is not stressed, or when actual shouting is suggested.

Ex.

Call men to arms.
The president called congress together for an extra session

CITE

Cite may occasionally replace summon or summons, especially in legal use.

Ex.
Andrew was cited to appear and testify.

CONVOKE

Convoke implies a summons to assemble, especially for legislative of deliberative purpose.

Ex.
The Italian government convoked great congresses of physicists and engineers.

CONVENE

Convene is related to *convoke* somewhat as *call* is to *summon*; it is weaker in its suggestions of the exercise of authority and of imperativeness, but otherwise it is often not distinguishable.

Ex.
Convene the students in the school auditorium

MUSTER

Muster implies the summoning of an army or other body of troops or of a ships company (as for military action, inspection, parade, or exercise).

Ex.
A daw that had mind to be sparkish, tricked himself up with all the gay feather he could muster together.

Muster is used in place of *summon* with such objects as courage or strength, especially when the context implies the previous dissipation of the quality mentioned.

Ex.
At length you have mustered heart to visit the old place.

VERB	ARUGMENTS	THE SURFACE REALIZATION OF THE ARGUMENT	ARGUMENT STRUCTURE

SUMMON	The verb is capable of receiving three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb and the addressee is realized as an NP which functions as the object of the verb and the matter which is addressed is realized as to-COMP.	[NP summon to-COMP] He was summoned to appear before the magistrates. [NP summon NP] She summoned the waiter [NP summon to NP] In may 1688 he was urgently summoned to London.
SUMMONS	The verb is capable of receiving three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb and the addressee is realized as an NP which functions as the object of the verb and the matter which is addressed is realized as PP (for NP) to-COMP.	[NP summons for NP] She was summonsed for speeding. [NP summons to-COMP] He was summonsed to appear in court.
CALL	The verb is capable of taking two arguments: the addresser and the addressee.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as an NP which functions as the object of the verb.	[NP call NP] Call men to arms. [NP call NP] The president called congress together for an extra session [NP call out to NP for NP] She called out to her father for help. [NP call in for NP] Will you call the kids in for lunch? [NP call to NP] The doctor has been called to an urgent case. [NP call NP] Prime Minister called the ambassador back to London.
CITE	The verb is capable of taking two arguments: the addresser and the addressee.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as an NP which functions as the object of the verb.	NP cite NP Andrew was cited to appear and testify.

CONVOKE	The verb is capable of taking two arguments: the addresser and the addressee.	The addressed is realized as an NP which functions as the subject of the verb and the addressee is realized as an NP which functions as the object of the verb..	[NP convoke NP] The Italian government convoked great congresses of physicist and engineers.
CONVENE	The verb is capable of taking two arguments: the addresser and that which is addressed.	The addresser is realized as an NP which function as the subject of the verb and that which is addressed is realized as an NP which functions as the object of the verb.	[NP convene NP] A Board of Inquiry was convened immediately after the accident. [NP convene NP} The committee will convene at 11.30 next Thursday.
MUSTER	The verb is capable of taking two arguments: the musterer and that which is mustered.	The addresser is realized as an NP which function as the subject of the verb and that which is addressed is realized as an NP which functions as the object of the verb.	[NP muster wh-COMP] We mustered what support we could for the plan. [NP muster] She could muster. The troops mustered.

2.9. VERBS OF PRAISING

Under this heading the verbs such as *praise, laud, acclaim, extol* and *eulogize* are grouped together as they mean to express approbation or esteem. All these verbs are capable of taking two arguments: the speaker (expresser), and the object of approbation or esteem. Some of them are also capable of taking a third argument denoting 'the matter of approbation or esteem' which is realized as a PP (for NP).

PRAISE

Praise often implies no more than warmly expressed commendation.

Ex.
What we admire we praise, and when we praise, advance it into notice.
When specifically referred to persons, it frequently suggests the judgment of a superior.
Praise a pupil for his diligence.

He's praised you to the skies.

However, it is also used in reference to god or a god or to a saint; then it implies glorification by such acts of homage as song or prayer.

Ex.
Praise god from whom all blessings flow.

LAUD

Laud implies high, sometimes excessive, praise

Ex.
History written by the conqueror lauding to the skies, the victories of its sublime troops.

ACCLAIM

Acclaim usually suggests enthusiastic and public expression of approval
Ex.
He was acclaimed not only in his own country but throughout the civilized world.

EXTOL

Extol retains its original implication of lifting up or raising and suggests praise that exalts or magnifies.

Ex.

Extol the lamb with loftiest song, ascend for him our cheerful strain.

It is often used when a contrast between approbation or esteem an their opposites is enforced.
An age must always decry itself and extol its forbears.

EULOGIZE

Eulogize sometimes interchangeable with *extol*, may differ from it in implying formality both in the method and in the occasion; very frequently it suggests a set of composition or oration (eulogy) suitable for a funeral or testimonial.

Ex.

He eulogized constitutional government as immeasurably superior to despotism.

VERB	ARUGMENTS	THE SURFACE	ARGUMENT STRUCTURE
PRAISE	The verb is capable of taking two arguments: the speaker (expresser), and the object of approbation or esteem.	The communicator/ expresser is realized as an NP which functions as the subject of the verb; the object of approbation or esteem is realized as an NP.	[NP praise NP] She praised his cooking. [NP praise NP] He's praised you to the skies. Praise the lord. NP praise NP for NP Praise a pupil for his diligence.
LAUD	The verb is capable of taking two arguments: the speaker (expresser), and the object of approbation or esteem.	The communicator/ expresser is realized as an NP which functions as the subject of the verb; the object of approbation or esteem is realized as an NP.	[NP laud for NP] He was lauded for his courage.
ACCLAIM	The verb is capable of taking two arguments: the speaker (expresser), and the object of approbation or esteem.	The communicator/ expresser is realized as an NP which functions as the subject of the verb; the object of approbation or esteem is realized as an NP.	[NP acclaim as NP] The work was acclaimed as a masterpiece.
EXTOL	The verb is capable of taking two arguments: the speaker (expresser), and the object of approbation or esteem.	The communicator/ expresser is realized as an NP which functions as the subject of the verb; the object of approbation or esteem is realized as an NP.	[NP extol NP] Doctors often extol the virtues of eating less fat. [NP extol as NP] She was extolled as a genius.
EULOGIZE	The verb is capable of taking two arguments: the speaker (expresser), and the object of approbation or esteem.	The communicator/ expresser is realized as an NP which functions as the subject of the verb; the object of approbation or esteem is realized as an NP.	[NP eulogize as NP] He was eulogized as a hero.

2.10. VERBS OF REPROVING

Under this heading the verbs such as *reprove, rebuke, reprimand, admonish, reproach* and *chide* are grouped together as they all mean 'to criticize adversely, especially in order to warn of or to correct a fault'. A typical verb of reproving is capable of taking two arguments: the speaker (expresser), and the object of blame or censure. Some of them are also capable of taking a third argument denoting 'the matter of blame or censure' which is realized as a PP (for NP).

REPROVE

Reprove is used to blame or censure, often kindly or without harshness and usually in the hope of correcting the fault.

Ex.

His voice sounded so bright and cheerful ... that she could not find it in her heart to reprove him.

REBUKE

Rebuke implies sharp or stern reproof.

Ex.

He could not evade the persistent conviction that she was the Church speaking, rebuking him.

REPRIMAND

Reprimand suggests reproof that is formal, and often public or official.

Ex.
The officers were severaly reprimanded for their unprofessional behaviour.

ADMONISH

Admonish stresses as the implication of warning or counsel.

Ex.

Count him not as an enemy, but admonish him as a brother.

REPROACH AND CHIDE

These verbs imply dissatisfaction or displeasure; reproach usually connotes criticism or faultfinding; chide implies mild reproof or a slight scolding.

Ex.

If he came home late, and she reproached him, he frowned and turned on her in an overbearing way.

The gentle is only with which he chides the over zealousness of modern critics.

VERB	**ARUGMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
REPROVE	It is capable of taking three arguments: the speaker (expresser), and the object of blame or censure and the argument denoting the matter of blame or censure.	The speaker/ expresser is realized as an NP which functions as the subject of the verb; the object of blame or censure is realized as an NP which functions as the object of the verb; the matter of blame or censure is realized as a PP [for NP]	[NP reprove NP for NP] Charles reproved her for rushing away. [NP reprove NP] His voice sounded so bright and cheerful that she could not find it in her heart to reprove him.
REBUKE	It is capable of taking three arguments: the speaker (expresser), and the object of blame or censure and the argument denoting 'the matter of blame or censure.	The speaker/ expresser is realized as an NP which functions as the subject of the verb; the object of blame or censure is realized as an NP which functions as the object of the verb; the matter of blame or censure is realized as a PP (for NP).	[NP rebuke NP for NP] The company was publicly rebuked for having neglected safety procedures.
REPRIMAND	It is capable of taking three arguments: the speaker (expresser), and the object of blame or censure and the argument denoting 'the matter of blame or censure.	The speaker/ expresser is realized as an NP which functions as the subject of the verb; the object of blame or censure is realized as an NP which functions as	[NP reprimand NP for NP] The officers were severely reprimanded for their unprofessional behaviour.

		the object of the verb; the matter of blame or censure is realized as a PP (for NP)	
ADMONISH	It is capable of taking three arguments: the speaker (expresser), and the object of blame or censure and the argument denoting 'the matter of blame or censure.	The speaker/ expresser is realized as an NP which functions as the subject of the verb; the object of blame or censure is realized as an NP which functions as the object of the verb; the matter of blame or censure is realized as a PP (for NP).	[NP admonish NP for NP] She was admonished for chewing gum in class. [NP admonish NP not to COMP] A warning voice admonished him not to let this happen.
REPROACH	It is capable of taking three arguments: the speaker (expresser), and the object of blame or censure and the argument denoting 'the matter of blame or censure.	The speaker/ expresser is realized as an NP which functions as the subject of the verb; the object of blame or censure is realized as an NP which functions as the object of the verb; the matter of blame or censure is realized as a PP (for NP).	[NP reproach NP for NP] She was reproached by colleagues for leaking the story to the press. [NP reproach NP] He reproached himself for not tell her the truth.
CHIDE	It is capable of taking three arguments: the speaker (expresser), and the object of blame or censure and the argument denoting 'the matter of blame or censure.	The speaker/ expresser is realized as an NP which functions as the subject of the verb; the object of blame or censure is realized as an NP which functions as the object of the verb; the matter of blame or censure is realized as a PP (for NP).	[NP chide NP for NP] She chided herself for being so impatient with the children. [NP chide] It not that a bit selfish? He chided.

2.11. VERBS OF DISCUSSING

Under this heading the verbs such as *discuss, argue, debate, dispute* and *agitate* are grouped together as they mean to discourse about something in order to arrive at the truth or to convince others. All these verbs (except *agitate*) are capable of taking three arguments: the discusser, the accompanier and the 'matter', which is discussed. The discusser is realized as an NP, which functions as the subject of the verb; the accompanier is realized as an NP or PP (with NP) the 'matter', which is discussed is realized as an NP or PP (for NP).

DISCUSS

Discuss implies an attempt to sift or examine especially by presenting considerations pro and con; it often suggests an interchange of opinion for the sake of clarifying issues and testing the strength of each side.

Ex.

Hobart couldn't discuss. He could talk; he could assert ... but He couldn't meet or answer arguments.

ARGUE

Argue usually implies conviction and the adducing of evidence or reasons in support of one's cause or position

Ex.

Agrippa advised a republican restoration and Maecenas argued for a principate.

DEBATE

Debate stresses formal or public argument between opposing parties.

Ex.

They had gathered a wise council to them of every realm, that did debate this business.

DISPUTE

The use of *dispute* in the sense of *discuss* or *debate*, is somewhat uncommon.

Ex.

[Paul] speak boldly for the space of three months, disputing and persuading the things concerning the kingdom of god.

It more usually implies conrtentions or heated argument. The union is in dispute with management over working hours.

AGITATE

Agitate stress both vigorous argument and a practical objective; it usually implies active propaganda and a determination to bring about a change.

Ex.

If you really expect success ,agitate, agitate, agitate.

VERB	**ARUGMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
DISCUSS	It is capable of taking three arguments: the discusser, the accompanier and the matter which is discussed.	The discusser is realized as an NP, which functions as the subject of the verb; the accompanier is realized as an PP (with NP); the matter which is discussed is realized as an NP which functions as the object of the verb or as wh-COMP.	[NP discuss NP with NP] Have you discussed the problem with anyone? [NP discuss wh-COMP] We need to discuss when we should go. [NP discuss NP] This topic will be discussed at greater length in the next chapter. (One cannot say 'discuss about something')
ARGUE	It is capable of taking three arguments: the discusser, the accompanier and the 'matter', which is discussed.	The discusser is realized as an NP, which functions as the subject of the verb; the accompanier is realized as an PP	[NP argue] My brothers are always arguing. [NP argue with NP] I don't want to argue with you - just do it. [NP argue for NP]

		(with NP); the matter which is discussed is realized as an NP which functions as the object of the verb or as a PP (for NP)	They argued for the right to strike. [NP argue NP for NP] She argued the case for him. [NP argue that-COMP] He argued that they needed more time to finish the project.
DEBATE	It is capable of taking three arguments: the discusser, the accompanier and the 'matter', which is discussed.	The discusser is realized as an NP, which functions as the subject of the verb; the accompanier is realized as an PP (with NP); the matter which is discussed is realized as an NP which functions as the object of the verb or as wh-COMP.	[NP debate NP] Politicians will be debating the bill later this week. [NP debate wh-COMP] The committee will debate whether to lower the age of club membership to 16. [NP debate with NP] She debated with herself for a while, and then picked up the phone.
DISPUTE	It is capable of taking three arguments: the discusser, the accompanier and the 'matter', which is discussed.	The discusser is realized as an NP, which functions as the subject of the verb; the accompanier is realized as an PP (with NP); the matter which is discussed is realized as an NP which functions as the object of the verb or as wh-COMP.	[NP dispute NP] These figures have been disputed. [NP dispute that NP] No one is disputing that there is a problem. [NP dispute NP] The ownership of this land has been disputed for centuries. [NP dispute NP] On the last lap three run ners were disputing the lead.
AGITATE	It is capable of taking two arguments: the discusser and the matter which is discussed.	The discusser is realized as an NP, which functions as the subject of the verb; the matter which is discussed is realized as a PP (for NP) or to-COMP.	[NP agitate for NP] Political groups agitating for social change. [NP agitate to-COMP] Her family is agitating to have her transferred to a prison in the U.K.

A number of communicative process are involved in the act of communication. The communicative domain includes speaking, saying, explaining, declaring, asking-1, asking-2, summoning, praising, and reproving. Under each communicative domain a good number of verbs are used to expresses different shades of meaning in the domain. The members of a domain are related to one another as synonyms or stylistic variants or by possessing additional semantic feature of manner, which differentiate one from the other.

3. VERBS OF COMMUNICATION IN TAMIL

3.1. INTRODUCTION

The verbs grouped here denote intelligible speech produced by human beings. These intelligible speech acts are grouped under the heading as each group behave differently in terms of meaning and argument structure: verbs of speaking, verbs of saying, verbs of explaining, verbs of declaring, verbs of asking, verbs of summoning, verbs of summoning, verbs of praising, verbs of reproving and verbs of discussing.

3.2 VERBS OF SPEAKING

The verbs, *peecu, araTTaiyaTi, vampaLa, aLavaLaavu, uraiyaaTu,* and *vaarttaiyaaTu* are grouped together as they denote articulating words so as to express one's thought. The use of *aLavaLaavu, uraiyaaTu,* and *vaarttaiyaaTu* are restricted to written language. All these verbs are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*); the matter addressed is also realized as a POP (NP-*paRRi*).

peecu

It is used with the meaning 'speak'; deliver a talk'. *peecu,* in general is the broader term and may refer to utterances of any kind, however coherent or however broken or disconnected and with or without reference to a hearer or hearers.

Ex.
kaNNan raataiyiTam peesinaan.
'Kannan talked with Radha'
avan kuuTTattil peesinaan.
'He delivered a talk in the meeting'
enakku tamiz peecat teriyum.
'I can speak Tamil'
avan raataikku veeNTi peecinaan.
'He spoke for Radha'

araTTaiyaTi, vampaLa

These verbs denote talking trivially and long, often tiresomely; they also denote talking aimlessly, incessantly and often with rapidly. *araTTaiyaTi* is a combination of the noun *araTTai* 'continuous talk' and *aTi* 'beat'. *vampaLa* is a combination of the noun *vampu* 'gossip' and *aLa* 'converse'

Ex.
kaNNan raataiyTam iraNTu maNi ndeeram araTTaiyaTTittaan /vampaLandtaan
'Kannan gabbed with Radha for about two hours'

aLavaLaavu

It denotes talking in light, easy and pleasant fashion. It is formed by the combination of the noun *aLavu* 'gossip' and the verb *aLaaavu* 'converse'.

Ex.
kaNNan raataiyiTam aLavaLaavinaan
'Kaanan chatted with Radha'

uraiyaaTu, vaarttaiyaaTu

When two or more person indulges in conversation it can be denoted by the verbs *uraiyaaTu* and *vaarttaiyaaTu.* These verbs are formed by the combination of the nominal elements *urai* 'speaking' and *vaarttai* 'word' with the verb *aaTu* 'perform'.

Ex.
kaNNan raamaniTam uraiyaaTinaan/vaarttaiyaaTinaan
'Kannan talked with Raman'

VERB	**ARGUMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
peecu 'speak'	The verb is cpable of taking three arguments: The addresser, the addressee and the 'matter' which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addresser is realized as a POP (NP-*iTam*); the matter addressed is realized as a POP (NP-*paRRi*)	[NP NP-*iTam peecu*] *kaNNan raataiyiTam peecinaan.* 'Kannan talked with Radha' [NP-NP-*il peecu*] *avan kuuTTattil peecinaan.* 'He spoke in a meeting' [NP – NP-*kku veeNTi peecu*] *avan raataikku veeNTi peecinaan*.

			'He argued for Radha'
araTTaiya Ti/vampaLa 'speak'	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as POP (NP-*iTam*) and the matter which is addressed is realized as a POP (NP-*paRRi*).	[NP NP-*iTam araTTaiyaTi*] *kaNNan raataiyiTam iraNTu maNi neeram araTTaiyaTTittaan/vampaLandtaan* 'Kannan gabbed with Radha for about two hours'.
aLavaLaavu 'speak'	The verb is capable of taking three arguments: The addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as POP (NP-*iTam*) and the 'matter' which is spoken about is also realized as POP (NP-*paRRi*)	[NP NP-*iTam aLavaLaavu*] *kaNNan raataiyiTam alavaLaavinaan*. 'Kannan spoke with Radha'.
uraiyaaTu / *vaarttaiyaaTu* 'speak'	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as POP (NP-*iTam*) and the matter which is addressed is realized as POP (NP-*paRRi*)	[NP NP-*iTam uraiyaaTu*] *kaNNan raamaniTam uraiyaaTinaan/vaarttaiyaaTinaan* 'Kannan talked with Raman'.

3.3. VERBS OF SAYING

The verbs grouped here are: *col, kuuRu, ceppu, en, terivi, mozi, iyampu, urai, ndavil, pakar, pukar, caaRRu,* and *viLampu.* They are comparable as they mean 'to put into words'. Out of these verbs, *mozi, iyampu, urai, ndavil, pakar, pukar, caaRRu,* and *viLampu* have only restricted use and can be said be obsolute in the context of ordinary written language and so they are not dealt in details. The verbs of saying are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*kku*) or POP (NP-*iTam*); the matter addressed is realized as an NP or CP (NP-*ai*) which functions as the object of the verb or e*n*Ru-COMP.

col

It is the most general term in this group. It can be used with the meaning say; tell; utter; express; recite; repeat; relate; inform'. One informs a person of something

when one imparts knowledge of any sort, but particularly of occurrences or of facts necessary to the understanding of a situation.

Ex.
ndaan angkee varamaaTTeen enRu conneen.
'I said that I would not come there'
raatai oru poy connaaL
'Radha told a lie'
avan mandiram connaan
'He recited manthra'
kaNNan raataikku oru katai connan
'Kannan told a story to Radha'

kuuRu

Its use is restricted to written language. It is used with the meaning 'tell'.

Ex.
ndaan avaLiTam uNmaiyai kuuRineen.
'I told her the truth'

en

It is used with the meaning 'say'. It is not used independently in the spoken language. It generally functions as a complementizer to the verbs of telling.

Ex.
naan ankee varamaaTTeen enReen.
'I said that I would not come there'
naan ankee varamaaTTeen enRu avaniTam conneen
'I told him that I would not come there'

ceppu

It is used in the written language with the meaning 'tell'. In the spoken language it is used in a peculiar context, i.e. when the speaker of the sentence expresses his contempt about the others telling something with somebody.

Ex.
ndii connataiyellaam avan avaLiTam pooy ceppiviTTaan
'He told her what all you told him'

terivi

It is the causative form of the verb *teri* 'be understood'. It is used with the meaning 'inform; express'. It implies making one aware of, cognizant of something, or revealing one's thought or feeling to somebody.

Ex.
ndaan avan teervil veRRipeRRatai raataiyiTam teirvitteen.
'I informed Radha about his success in the examination.'
avan tan makizcciyai avaLukkut terivittaan
'He expressed his happiness to her.'

VERB	**ARGUMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
col 'tell'	The verb is capable of taking three arguments: the addresser, the addresee and the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*) or CP (NP-*ukku*); the matter addressed is realized as a CP (NP-(*ai*)) which functions as the object of the verb or as POP (NP-*paRRi*) or *enRu*-COMP.	[NP NP-*iTam* NP-*ai col*] *ndaan avaniTam uNmaiyaic conneen* [NP NP *col*] *raatai oru poy connaaL* 'Radha told a lie' [NP NP-*ukku* NP col] *kaNNan raataikku oru katai connan.* 'Kannan did not tell Radha the truth' [NP NP-*iTam enRu*-COMP] *ndaan avaniTam ankee varamaaTTeen enRu conneen*. 'I told him that I will not come there.'
kuuRu 'tell'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*); the matter which is told is realized as a CP (NP-*ai*) which functions as the object of the verb or as *enRu*-COMP.	[NP NP-*iTam* NP-*ai kuuRu*] *ndan avaLiTam uNmaiyaik kuuRineen.* 'He told her the truth' [NP NP-*iTam enRu*-COMP *kuuRu*] *ndaan avaLiTam angkee varamaaTTeen enRu kuuRineen*. 'I told her that I would not go there'
en 'Say'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addresser is realized as a POP (NP-*iTam*) and the	[NP S-COMP *en*] *ndaan avaLiTam angkee varamaaTTeen enReen*. 'I told her that I would not come there'.

		matter which is addressed is realized as an S.	
ceppu 'tell'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addresser is realized as a POP (NP-*iTam*); the matter addressed is realized also as a CP (NP-*ai*) which functions as the object of the verb.	[NP NP-*ai* NP NP-*iTam ceppu*] *ndii connataiyellaam avan avaLiTam ceppiviTTaan*. 'He told her all you had told him'
terivi 'tell'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*); the matter which is told is realized as a CP (NP-*ai*) which functions as the object of the verb or as *enRu*-COMP.	NP NP-*iTam* NP-*ai terivi*] *ndan avaLiTam uNmaiyai terivitteen.* 'He told her the truth' [NP NP-*iTam enRu*-COMP *terivi*] *ndaan avaLiTam angkee varamaaTTeen enRu terivitteen*. 'I told her that I would not go there'

3.4. VERBS OF EXPLAINING

The verbs *viLakku* and *vivari* are grouped together as they are used in the sense of 'making oneself or another understand the meaning of something'. All these verbs are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a case phrase (NP-*ukku*) or POP (NP-*iTam*); the matter which is addressed is also realized as a CP (NP-*ai*) or POP (NP-*ai-paRRi*)

viLakku

It is used with the meaning 'explain' it denotes making plain or intelligible to another or others something not known or clearly understood.

Ex.
aaciriyar maaNavarkaLukk anta paaTattai viLakkinaar
'The teacher explained that lesson to his students'.

vivari

It is used with the meaning 'explain'; it implies careful, elaborate, often learned setting forth of a subject in such a way as to explain (as in a lecture, a book, or a treatise).

Ex.
avan andta vipattai paRRi avarkaLukku vivarittaan
'He explained to them about that accident.'

VERB	**ARGUMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
viLakku 'explain'	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as CP (NP-*kku*); the matter which is addressed is realized as a CP (NP-*ai*) or POP (NP-*ai paRRi*).	[NP NP-*ukku* NP-*ai viLakku*] *aaciriyar maaNavarkaLukku andta kaNakkai viLakkinaar.* 'The teacher explained that lesson to his students.' [NP NP-*iTam* NP-*ai viLakku*] *avaL avaniTam atan ceyalpaaTTai (paRRi) viLakkinaaL* 'She explained to him its function'.

vivari 'explain'	The verb is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*) and the matter which is addressed is realized as a CP (NP-*ai*) or POP (NP-*ai paRRi*)	[NP NP-*ai-paRRi* NP-*kku vivari*] *avan andta vipattai paRRi avarkuLukku vivarittaan.* 'He explained to her about that accident.' [NP NP-*iTam* NP-*ai vivari*] *avaL avaniTam avan ceyalpaaTTai vivarittaaL.* 'She explained to him its function'

3.5. VERBS OF DECLARING

The verbs *aRivi, veLiyiTu, viLamparam cey* and *oliparappu,* are grouped here as all these verbs denote 'making known something openly or publically'. They are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ukku*) which functions as the indirect of the verb; the matter which is addressed is realized a CP (NP–*ai*) which functions as the object of the verb.

aRivi

It is the causative form of the verb, *aRi* 'know'. It is used with the meaning 'declare; announce'. *aRivi* means 'declare' as it denotes 'making known explicitly or plainly and usually in a formal manner'. It also means 'announce' as it denotes 'declaring especially for the first time something presumed to be of interest or intended to satisfy curiosity'.

Ex.

avan teertalil veRRi peRRaan enRu aRivittaarkaL
'They declared that he had won the election'
vannoli aRivippaaLar ndaaLaiya nikzccikaLai neeyarkaLukku arivittaar
'The radio announcer announced his audience of tomorrow's programme'

veLiyiTu

It means 'publish' as it denotes making public especially through the medium of print. The verb *veLiyiTu* is formed by the combination of the nominal element *veLi* 'outside' and the verbalizer *iTu* 'put'.

Ex.
avarkaL andta ceytiyai pattirikkaiyil veLiyiTTaarkaL
'They published that news in the news paper'.

viLamparam cey

The compound verb *viLamparm cey* means 'advertise' as it denotes calling publish attention to by repeated or widely circulated statements. It is formed by the combination of the noun *viLamparam* 'advertisement' and the verbalizer *cey* 'do'.

avarkaL avaL kaaNaamal pooyviTTatai paatirikaiyil viLamparm ceytaarkaL
'They advertised about her missing in the newspaper'

oliparappu

It means 'broadcast' as it denotes 'making known (as by radio or television) in all direcions ove a large area'. It is formed by the combination of the noun *oli* 'sound' and the verb *parappu* 'spread'.

Ex.
avarkaL vannoliyil ceytiyai oliparappinaarkaL
'They broadcast the news through the radio'

VERB	**ARGUMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
aRivi 'declare'	It is capable of taking three arguments: the addresser, the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ukku*) which functions as the indirect of the verb; the matter which is addressed is realized a CP (NP–*ai*) which functions as the object of the verb.	*atikaari avan teerndteTukkappaTTat ai avanukkuk kaTitam muulam aRivittaar.* 'The officer informed him about his selection throgh a letter' *teeral aaNaiyam teertal ottivaikkappaTTatai aRivittatu.* 'The election commission declared the postponing of the election' [(NP) *enRu*-COMP *aRivi* *avan teertalil veRRi peRRaan enRu aRivittaarkaL* ***'They declared that he***

			had won the election' *vannoli aRivippaaLar ndaaLaiya nikzccikaLai neeyarkaLukku arivittaar* 'The radio announcer announced his audience of tomorrow's programme'
oliparappu 'broadcast'	The verb is capable of taking two arguments: the broadcaster and the matter which is broadcast.	The broadcaster is realized as an NP which functions as the subject of the verb; the matter which is broadcasted is realized as a CP (NP-*ai*) which functions as the object of the verb.	[NP NP-*il* NP-*ai* *oliparappu*] *avarkaL vannoliyil ceytiyai oliparappinaarkaL.* 'They broadcast the news through radio'.
veLiyiTu 'publish'	The verb is capable of taking two arguments: the publisher and the matter which is published.	The publisher is realized as an NP which functions as the subject of the verb; the matter which is published is realized as a CP (NP-*ai*) which functions as the object of the verb.	[NP NP-*ai* NP-*il* *veLiyiTu*] *avarkaL andta ceytiyai pattirikkaiyil veLiyiTTaarkaL* 'They publish that news in the newspaper'.

3.6. VERBS OF ASKING-1

The verbs *keeL-1, and vinavu,* are grouped here as they mean 'to seek to obtain by making one's wants or desires known'. All these verbs are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*); the matter which is addressed is realized as another POP (NP-*paRRi*) or *paTi*-comp (V-um-*paTi*) or *enRu*-COMP (S-*enRu*).

keeL-1

It is used with the meaning 'ask question'; it implies addressing a person in an attempt to elicit information or get a favour, or the like. Only the first sense which suits the group is taken care of here. Question usually suggests asking one question after another as in teaching or in searching out the ramifications of a topic.

Ex.
ndaan raataiyiTam oru keeLvi keeTTeen
'I asked Radha a question'
ndaan raataiyaip paRRi avaniTam keeTTeen
'I asked Radha about him'
avan enniTam ndaan eppootu tirumpi varuveen enRu keeTTaan.

'He asked me when I would come back'.

avan enniTam ndaan eppootu tirumpi varuveen enRu keeTTaan

'He asked me when I would come back'

vinavu

It is used with the meaning 'ask question'; it also implies addressing a person in an attempt to elicit information, but not to get a favour.

Ex.
ndaan raatiyaip paRRi kaNNaniTam vinavineen
'I asked Kannan about Radha'.
avan enniTam ndii eppootu vandtaay enRu vinavinaan
'He asked me when did I come'.

vicaari

It is used with the meaning 'query; inquire'. Inquire has for its fundamental implication a search for the facts or the truth; only when it distinctly implies in addition to such an intention the asking of a question or questions does it come into comparison with the other words of this group.

Ex.
kaavalar avarkaLai vicaarittatu.
'The policeman inquired them'
avan avarkaLiTam ndalam vicaarittaan.

'He inquired them about their welfare.'

avaL avaniTam avanuTaiya kuTumpattaip paRRi vicaarittaaL.
'She inquired him about his family'

vicaaraNai cey

It is used with the meaning 'query'. Query usually strongly implies a desire for authoritative information or the resolution of a doubt.

Ex.
kaavalar avarkaLai vicaaraNai ceytaarkaL.
'The police queired them'
kaavalar avarkaLiTam tiruTTu paRRi vicaaraNai ceytatu
'The policeman queried them about the theft'

VERB	ARGUMENTS	THE SURFACE REALIZATION OF THE ARGUMENTS	ARGUMENT STRUCTURE
keeL 'ask'	The verb is capable of taking three arguments: the addresser and the addressee and the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*); the matter addressed is realized as an NP or POP (NP-*paRRi*)	[NP NP-*iTam* NP-(*ai*) *keeL*] *ndaan raataiyiTam oru keeLvi keeTTeen.* 'I asked Radha a question.' [NP NP-*iTam* NP-*paRRi* NP *keeL*] *ndaan avaniTam raataiyaip paRRi keeTTeen* 'I asked Radha about him.' [NP NP-*iTam enRu*-COMP] *ndaan raataiyiTam avaL kuzandai eppaTi irukkiRatu enRu keeTTeen* 'I asked Radha, 'How is her child?'
vinavu 'ask'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addressed is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*); the matter which is addressed is realized as a POP (NP-*ai paRRi*)	[NP NP-*paRRi* NP-iTam *vinavu*] *ndaan raataiyaip paRRi kaNNaniTam vinavineen.* 'I asked Kannan about Radha.' [NP NP-iTam *enRu*-COMP *vinavu*] *avan enniTam ndii eppootu vandtaay enRu vinavinaan* 'He asked me when did I come'.
vicaari 'inquire'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addressed is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*) or POP (NP-*iTam*); the matter which is addressed is realized as a POP (NP-*ai paRRi*)	[NP NP-*ai vicaari*] *kaavalar avarkaLai vicaarittatu.* 'The policeman inquired them' [NP NP-*iTam* NP *viccari*] *avan avarkaLiTam ndalam vicaarittaan*. 'He inquired them about their welfare.' [NP NP-*iTam* NP-*ai*

			paRRi vicaari] *avaL avaniTam avanuTaiya kuTumpattaip paRRi vicaarittaaL.* 'She inquired him about his family'
vicaaraNai cey 'query'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addressed is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*); the matter which is addressed is realized as a POP (NP-*ai paRRi*)	[NP NP-ai vicaaraNai cey] *kaavalar avarkaLai vicaaraNai ceytaarkaL.* 'The police queired them' [NP NP-*iTam* NP *paRRi vicaaraNai cey*] *kaavalar avarkaLiTam tiruTTu paRRi vicaaraNai ceytatu* 'The policeman queried them about the theft'

3.7. VERBS OF ASKING-2

Under this heading the verbs such as *keeL-2, veeNTu* and *kooru* are grouped. These verbs mean to seek to obtain by making one's wants or desires known. They are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*) or POP (NP-*iTam*) and the matter which is addressed is realized as a (*paTi*-COMP)

veeNTu

It is used with the meaning 'request'; *veeNTu*, by suggestion of greater courtesy and formality in the manner of asking, is preferable to *keeL* when one feels that what one wants may not be granted, either for lack of power or means or of interest on the other side, or when one wishes to be exceedingly polite or ingratiating. It does not take *enRu*-COMP. Instead it takes *paTi*-COMP.

Ex.
avan tan ndooyai kuNappaTuttum paTi kaTavuLai veeNTinaan
'He requested god to cure his disease'
kaNNan raatiayai tan kalyaaNattiRku varum paTikku veeNTinaan
'Kannan requested Radha to attend his marriage'.
avaL kaTavuLiTam oru varam veeNTinaaL
'She prayed to God for a boon'

kooru

kooru means 'request'. Its use is restricted to written language.

Ex.
avan aracaniTam mannippu koorinaan
'He asked the king for pardon'.

VERB	ARGUMENTS	THE SURFACE REALIZATION OF THE ARGUMENTS	ARGUMENT STRUCTURE
keeL 'ask'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The speaker is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*) and the matter which is addressed is realized as a POP (NP-*paTi*).	[NP NP-*iTam* NP *keeL*] *avan enniTam paNam keeTTaan.* 'He asked me money.' [NP NP-*iTam keeL*] *avan raataiyiTam tan tirumaNattiRku varum paTi keeTTaan*. 'He asked Radha to attend his marriage'
veeNTu 'ask'	The verb is capable of taking three arguments: the addresser and the addressee and the matter which is addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*) or POP (NP-*iTam*) and the matter which is addressed is realized as a (*paTi*-COMP)	[NP NP-*iTam paTi*-COMP *veeNTu*] *avan tan ndooyai kuNappaTuttum paTi kaTavuLai veeNTinaan.* 'He prayed God to cure his disease.'
kooru 'ask'	The verb is capable of taking three arguments: the addresser and the addressee and the matter addressed	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP *iTam*); the matter which is addressed is realized as an NP which functions as the object of the verrb.	[NP-*iTam* NP *kooru*] *avan aracaniTam mannippu koorinaan.* 'He asked the king for pardon.'

3.8. VERBS OF SUMMONING

The verbs *kuuppiTu* and *azai* are grouped as they denote 'demanding the presence of persons'. All these verbs are capable of taking three arguments: the addresser and addressee and the matter addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*) which functions as the object of the verb and the matter addressed is realized as *paTi*-COMP or *enRu*-COMP.

azai

It is used with the meaning 'call; invite'. It is a formal usage.

Ex.
avan ndiidipati pati munnilaiyil aajarraakum paTi azaikkappaTTaan
'He was summoned to appear befoe the megistrate'
avan avaLai peer colli azaittaan
'He called her by name'
avan ennai viruntukku azaittaan
'He invited me for the feast'

kuuppiTu

It gives the meaning 'call; invite'.

Ex.
avan avalai peer collik kuuppiTTaan
'He called her by name'
avan ennai virundtukku kuuppiTTaan
'He invited me for the feast'

VERB	**ARGUMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
azai 'call'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*) and the matter addressed is realized *paTi*-COMP.	[NP NP-*ai paTi*-COMP *azai*] *avan ndiidipati munnilaiyil aajarraakum paTi azaikkappaTTaan* 'He was summoned to appear befoe the megistrate' [NP NP-*ai azai*] *avan avaLai azaittaan.* 'He called her' [NP NP-*ai enRu*-COMP *azai*] *avan avaLai ndii vaa enRu azaittaan.* 'He asked her to come' [NP-*ai* NP VP-COMP *azai*] *avan avaLai peer collik kuuppiTTaan.* 'He called her by name' [NP NP-*ai* NP-*kku azaittaan*] *avan ennai virundtukku azaittaan.* 'He invited me for feast'.

kuuppiTu 'call'	The verb is capable of taking three arguments: the addresser, the addressee and the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*) and the matter addressed is realized *enRu*-COMP or *paTi*-COMP.	[NP NP-*ai kuuppiTu*] *avan avaLai kuuppiTTaan* 'He called her' [NP NP-*ai enRu*-COMP *kuuppiTu*] *avan avaLai ndii vaa enRu kuuppiTTaan* 'He asked her to come' [NP-*ai* NP VP-COMP *kuuppiTu*] *avan avaLai peercollik kuuppiTTaan.* 'He called her by name' [NP NP-*ai* NP-*kku kuuppiTTaan*] *avan ennai virundtukku kuuppiTTaan.* 'He invited me for feast'

3.9. VERBS OF PRAISING

The verbs *pukaz, paaraaTTu, meccu, tuti, pooRRu, eettu* and *vaazttu* are grouped together as they mean 'to express approbation or esteem'. A typical verb of praising is capable of taking two arguments: the speaker (expresser) which is realized as an NP which fucntions as the subject of the verb, and the object of approbation or esteem which is realized as a CP (NP-*ai*) which fucntions as the object of the verb. Some of them are also capable of taking a third argument denoting 'the matter of approbation or esteem' which is realized as an *enRu*-COMP.

pukaz

pukaz often implies no more than warmly expressed commendation. When specifically referred to persons, it frequently suggests the judgment of a superior. However, it is also used in reference to God or a god or a saint. Then it implies glorification by such acts of homage, such as song or prayer.

Ex.
ndaan avanai kuuTTattil pukazndteen
'I praised him in the meeting'
avan kaTavuLai pukazndtaan
'He praised the god'.

paaraaTTu

It is also used with the meaning 'praise'. It stressed either courtesy in the commendation or, sometimes, flattery in the manner or words of praise.

Ex.
ndaan avanai kuuTTattil paaraaTTineen

'I praised him in the meeting'
aaciriyar tan maaNavanai paaraaTTinaar.
'The teacher praised his student'

meccu

meccu also denotes 'praising'. But it generally implies an informal way of praising.

Ex.
avan tan makanai meccinaan
'He praised his son'.

tuti

It is used in reference to a god or goddess and it implies glorification by acts of homage, such as song or prayer.

Ex.
avan kaTavuLai tutittup paaTinan
'He sang a song praising God.'

pooRRu

It is used with the meaning 'praise; extol'.

Ex.
avan anta aracanaip pooRRinaan
'He praised that king'

eettu

It is used with the meaning 'praise; extol'

Ex.
avan anta aracanai eetaippaaTinaan.
'He sang a song by praising that king'

vaazttu

It is used with the meaning 'extol; felictate; bless'.

Ex.
avan anta aracanai vaazttinaan
'He extolled that king'.
kaNNan raamanuTaiya veRRikku avanai vaazttinaan
'Kannan felicitated Raman for his success.'
avan maNamakkaLai vaazttinaan
'He blessed the newly married couple.'

VERB	ARGUMENTS	THE SURFACE REALIZATION OF THE ARGUMENTS	ARGUMENT STRUCTURE
pukaz 'praise'	The verb is capable of taking two arguments: the praiser, the praisee and the matter of praise.	The praiser is realized as an NP which functions as the subject of the verb; the praisee is realized as a CP (NP-*ai*) which functions as the object of the verb; the matter of praise is realized as *enRu*-COMP.	[NP NP-*ai pukaz*] *avan tan kuzandtaiyaip pukazndtaan* 'He praised his child.' *avan tan makanaik keTTikkaaran enRu pukazndtaan*. 'He praised his son as clever.'
paaraaTTu 'praise'	The verb is capable of taking three arguments: the praiser, the praisee, and the matter of praise.	The praiser is realized as an NP which functions as the subject of the verb; the praisee is realized as a CP (NP-*ai*) which functions as the object of the verb; the matter of praise is realized as *enRu*-COMP.	[NP NP-*ai* NP-*il paaraaTTu*] *ndaan avanai kuuTTattil paaraaTTineen*. 'I praised him in the meeting.' *avan tan makanaik keTTikkaaran enRu paaraaTTinaan*. 'He praised his son as clever.'
meccu 'praise'	The verb is capable of taking two arguments: the praiser and the praisee..	The praiser is realized as an NP which functions as the subject of the verb; the praisee is realized as a CP (NP-*ai*) which functions as the object of the verb; the matter of praise is realized as *enRu*-COMP.	[NP NP-*ai meccu*] *avan tan makanai meccinaan.* 'He praised his son.'
tuti 'praise'	The verb is capable of taking two arguments: the praiser and the praisee..	The praiser is realized as an NP which functions as the subject of the verb; the praisee is realized as a CP (NP-*ai*) which functions as the object of the verb.	[NP NP-ai *paaTu*] *avan kaTavuLai tutittup paaTinan* 'He sang a song praising God'.
pooRRu 'praise'	The verb is capable of taking two arguments: the praiser and the praisee.	The praiser is realized as an NP which functions as the subject of the verb; the praisee is realized as a CP (NP-*ai*) which functions as the object.	[NP NP-*ai pooRRu*] *avan andta aracanaip pooRRinaan.* 'He praised that king'.

eettu 'praise'	The verb is capable of taking two arguments: the praiser and the praisee.	The praiser is realized as an NP which functions as the subject of the verb; the praisee is realized as a CP (NP-*ai*) which functions as the object.	[NP NP-*ai eettu*] *avan andta aracanai eettip paaTinaan*. 'He sang a song by praising that king'.
vaazttu 'praise'	The verb is capable of taking two arguments: the praiser and the praisee..	The praiser is realized as an NP which functions as the subject of the verb; the praisee is realized as a CP (NP-*ai*) which functions as the object.	[NP NP-*ai vaazttu*] *pulavar andta aracanai vaaztti paaTinaar.* 'The poet sang song praising the king'

3.10. VERBS OF REPROVING

The verbs grouped here are: *eecu, tiTTu, vai, capi, ndindti, pazi and ikaz, eecu, tiTTu.* They are used with the meaning 'scold; abuse'; they usually imply a rebuking in a mood of irritation or ill temper, with or without suficient justification and sometimes they imply the anger of the speaker and stress the offensiveness of the language. A typical verb of reproving is capable of receiving two arguments: the addresser and the addressee (i.e. the object of blame) is realized as a CP (NP-*ai*) which functions as the object of the verb. One can think of a third argument which is the matter addressed.

ceecu/tiTTu

eecu and *tiTTu* denotes reproving and scolding.

Ex.
kaNNan raataiyai eecinaan/tiTTinaan.
'Kannan scolded Radha'
avan raamanai keTTa vaarttai colli eecinaan/tiTTinaan
'He scolded Raman with vulgar words'.

vai

vai is also used with the meaning 'scold; abuse'. It is colloquial usage belonging to Brahmin dialect.

Ex.
avan vaataiyai vaitaan
'He scolded Radha'.

capi

It is used with the mening 'curse'. It implies an invocation that is the opposite of a blessing or benediction.

Ex.
avan raataiyaic capittaan.
'He cursed Radha'

ndindti

It is used with the meaning 'rebuke'; it implies sharp or stern reproof.

Ex.
avan teyvattai nindtittaan.
'He rebuked the God'

pazi

It is used with the meaning 'blame' it implies speaking in dispraise of a person or thing rather than in his or its favour.

Ex.
avan raataiyai pazittup peesinaan
'He blamed Radha'

ikaz

It is used with the meaning 'blame; censure'. It is preferred to *pazi* as the antonym of *pukaz*.

Ex.
aval kaNNanai ikazndtaal
'She censured Kannan'

VERB	*ARGUMENTS*	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
eecu, *tiTTu* 'scold'	The verb is capable of receiving two arguments: the addresser and the addressee (i.e. the object of blame) is realized as a CP (NP-*ai*) which functions as the object of the verb. One can think of a third argument which is the matter addressed.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-ai) which fucntions as the object of the verb; the matter addressed is realized as *enRu*-COMP	[NP NP-*ai eecu*/*tiTTu*] *kaNNan raataiyai eecinaan*/*tiTTinaan*. [NP NP-*ai* S-COMP] *avan raamanai keTTa vaarttai colli eecinaan/tiTTinaan.* 'He scolded Raman with filthy words' *avaL avanai ndii ndaacamaay poo enRu eecinaaL/tiTTinaaL* 'She scolded him that he should get spoiled'
vai 'scold'	The verb is capable of receiving two	The addresser is realized as an NP	[NP NP-*ai vai*] *avan raataiyai vaitaan*.

	arguments: the addresser and the addressee (i.e. the object of blame).	which functions as the subject of the verb; the addressee (i.e. the object of the blame) is realized as a CP (NP-*ai*) which functions as the object of the verb.	'He scolded Radha'
capi	The verb is capable of receiving two arguments: the addresser and the addressee (i.e. the object of curse).	The addresser is realized as an NP which functions as the verb; the addressee (i.e. the object of the blame) is realized as a CP (NP-*ai*) which functions as the object of the verb.	[NP Np-*ai capi*] *avan raataiyaic capittaan*. 'He cursed Radha'
ndindti	The verb is capable of receiving two arguments: the addresser and the addressee (i.e. the object of blame).	The addresser is realized as an NP which functions as the subject of the verb; the addressee (i.e. the object of the blame) is realized as a CP (NP-*ai*) which functions as the object of the verb.	[NP NP-*ai ndindti*] *avan teyvattai ndindtittaan.* 'He scolded the god'
pazi	The verb is capable of receiving two arguments: the addresser and the addressee (i.e. the object of blame).	The addresser is realized as an NP which functions as the subject of the verb; the addressee (i.e. the object of the blame) is realized as a CP (NP-*ai*) which functions as the object of the verb.	*avan raataiyaip pazittup peecinaan.* 'He talked ill of Radha'
ikaz	The verb is capable of receiving two arguments: the addresser and the addressee (i.e. the object of blame).	The addresser is realized as an NP which functions as the subject of the verb; the addressee (i.e. the object of the blame) is realized as a CP (NP-*ai*) which functions as the object of the verb.	*avaL kaNNanai ikazhtaaL.* 'She

3.11. VERBS OF DISCUSSING

The verbs *kalandturaiyaaTu, vaati, vaataaTu, vaatiTu, tarkkam cey, tarkki, vazakkaaTu* and *manRaaTu* are grouped together as they mean 'discuss about something inorder to arrive at the truth or to convince others included here'. A typical

verb of discussing is capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP functions as the subject of the verb; the addressee is realized as a CP (NP-*uTan*) or POP (NP-*iTam*); the matter which is addressed is realized as a POP (NP-*ai-paRRi*) or *enRu*-COMP. Some of them take only the first two arguments.

kalandturaiyaaTu

kalandturaiyaaTu implies an attempt to sift or examine specially by presenting considerations pro and con; it often suggests an interchange of opinion for the sake of clarifying issues and testing the strength of each side.

Ex.

kaNNan tan candteekattaip pookka tan aciriyaruTan kalandturaiyaaTinaan

'Kannan discussed with his teacher to clear his doubt'.

vaataaTu, vaati, vaatiTu

These verbs are used with the meaning 'argue'; they usually imply conviction and the adducing of evidence or reasons in support of one's cause of position. The verbs *vaataaTu* and *vaatiTu* are formed by combination of the nominal element *vaatu* 'argument' with the verbs *aaTu* 'perform' and *iTu* 'put'.

Ex.
kaNNan raataiyiTam vaatittaan/vaataaTinaan/vaatiTTaan
'Kannan argued with Radha'
vakkiil ndiiti manRattil kuRRavaaLikku veeNTi vaatittaar /vaataaTinaar / vaatiTTaar.
'The advocate argued in the court for the criminal'
ndii ceyvatellaam ndiyaayam enRu enniTam vaataaTaatee.
'Don't argue with that what all have you done are right'

tarkkam cey/tarkki

tarkkam cey and *tarkki* also is used with the meaning 'argue'. *tarkki* is a dialectal usage.

Ex.
avan raataiyiTam tarkkam cey/ tarkkittaan
'He argued with Radha'

vazakkaaTu

It is formed by the combination of the noun *vazakku* 'dispute' argument and *aaTu* 'perform'. It is used with the meaning 'argue as an advocate in a court'.

Ex.
vakkiil ndiiti manRattil kuRRavaaLikku veeNTi vazakkaaTinaar
'The advocate argued in the court for the criminal'.

manRaaTu

It is a compound of the noun *manRu* 'court of justice' and the verb *aaTu* 'perform'. In the classical Tamil it is used with the meaning 'carry on a dispute'. It is used in the modern Tamil with the meaning 'entreat'.

Ex.
avaL arasaniTam tannai mannikkum paTikku manRaaTinaaL
'She entreated the king to pardon her'.

VERBS	**ARGUMENTS**	**THE SURFACE REALIZATION OF THE ARGUMENTS**	**ARGUMENT STRUCTURE**
vaataaTu, *vaati*, *vaatiTu* 'argue'	The verb is capable of taking two arguments: the addresser and the addressee.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP – *iTam*)	[NP NP-*iTam vaataaTu*] *kaNNan raataiyiTam vaatittaan/vaataaTinaan/vaatiTTaan* 'Kannan argued with Radha' [NP NP-*il* NP-*kku veeNTi vaataaTu*] *vakkiil ndiiti manRattil kuRRa vaaLikku veeNTi vaatittaar/vaataaTinaar/vaatiTTaar*. 'The advocate argued in the court for the criminal'.
tarkki 'argue'	The verb is capable of taking two arguments the arguer and the addressee.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as	[NP NP-*Tam tarkki*] *avan raataiyiTam tarkkittaan.* 'He argued with Radha'

		a POP (NP – *iTam*)	
vazakkaaTu 'argue'	The verb is capable of taking two arguments the arguer and the addressee.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*)	[NP NP-*kku veeNTi vazakkaaTu*] *vakkiil ndiiti manRattil kuRRavaaLikku veeNTi vazakkaaTinaar*. 'The advocate argued in the court for the criminal'.
manRaaTu 'plead'	The verb is capable of taking two arguments: the addresser and the addressee.	The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as POP (NP-*iTam*); matter which is addressed is realized as a *paTi*-COMP.	[NP – NP-*iTam paTi*-COMP *manRaaTu*] *avaL aracaniTam tannai mannikkum paTi manRaaTinaaL.* 'She pleaded the king to pardon her'

The verbs grouped under communication show different types of communication that differ in their semantic structure as well as argument structure. The communicative process involves many communicative domains such as speaking, saying, explaining, declaring, asking, summoning, summoning, praising, reproving and discussing. As we have observed above, each group differs explicitly in terms of meaning and argument structure. Each member of a group is related to one another as synonymys or stylistic variants or by possessing certain semantic features of manner of communication which differentiate one form the other.

4. CONTRASTIVE STUDY OF VERBS OF COMMUNICATION IN ENGLISH AND TAMIL

4.1. INTRODUCTION

All human languages are widely divergent outwardly. English and Tamil, for example, seem to be so different that it would be hard to find that they have anything in common. In fact in 1950, linguists believe that language could differ without limit and in unpredictable ways. But in the recent years it has been understood by the linguists that languages are remarkably similar. In other words grammars of languages share certain components and such components among them are called universal tendencies or language universals.

English is a highly consistent SVO language. As a consistent language, English exemplifies characteristic features of SVO, such as the many patterns that have been developed in the verbal modifying constructions, the wide use of substitutes and the grammatical processes used to highlight elements of sentences.

The verbal patterns make heavy use of auxiliaries which are also involved as substitutes and in interrogative and negative constructions differentiating English in this way from SOV language like Tamil. So in an nutshell it can be stated that in Tamil grammatical relations of words are expressed principally by means of inflections whereas in English auxiliary words are the chief means of expressing grammatical relations of the words to the partial elimination of inflection.

Case roles play vital part in distinguishing verbs from one another. The manifesations of case relations between verbs and their arguments is crucial for distinguishing one group of verb from another. The cases are supposed to have two types of functions viz. grammatical and local functions. The category of case is restricted to variations but we find the grammatical and local functions of cases are realized in different languages in different manner. It is realized either by suffixes or preposition or postpositions or word order. In English grammatical and local functions of cases are realized by preposition and word order. In classical languages such as Sanskrit, these functions are partly realized by case suffixes and partly by postpositions. This means the category of case cannot be discussed solely on the morphological point of view. The case relationships in Tamil are realized partly by the case suffixes and partly by the postpositions.

It is felt when comparison between 2 languages is attempted it is possible to establish categories common to 2 language only at the conceptual or semantic level. An inquiry of this kind is bound to give insights into differences and similarities on the form of the two languages even as 'meaning' remains almost the same in them.

4.2. SIGNIFICANCE OF CONTRASTIVE STUDY

Contrastive study is an analysis which tries to unearth the typological commonalities found between the language being compared or contrasted. It is needless to mention that there is a subtle difference between comparative study and contrastive study. Comparative study can be made between two genetically related (cognitive) languages of a particular linguistic family. But contrastive study can be undertaken only between any two languages belonging to two different linguistic families. That is genetically unrelated languages could be contrasted through contrastive method. It is a common notion that there is logic behind it. When two sister languages are compared excepting the commonalities, it quite natural that the two sister languages will share common properties as they have originated from a common source (proto language). But, in one sense, it is illogical and unwise to except similar linguistic traits between two languages, which are believed to have been originated from different sources. Chomsky's insightful assumption that there are linguistic universals exist among languages leads us to expect the shared features between two unrelated languages. Contrastive analysis indirectly helps to frame the theory of linguistic universals, although the contrastive study has basically been made for language teaching purpose. However contrastive study yields many a fruit in the domain of language teaching.

Every language has its own structure and no two languages have identical structures. Contrastive linguistics as its name suggests, is concerned with the codification of similarities and dissimilarities between languages and the extent to which these contrasts help in the study of linguistics and the construction of language

teaching courses. Contrastive study is very helpful for language learning as well as language teaching. It is useful to locate the trouble spot of the students, while teaching the target language in contrast with the source language. It is resumed that the areas of interference can be predicted on the basis of contrastive on differential analysis. It is an attempt to predict and elucidate the reactions of the learner in a given contact situation. Linguists and language teachers generally agree that contrastive analysis is important for the successful teaching of a second language. Fries (1945:9) states, "The most effective materials are those that are based upon the scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner". The implication of this statement is that contrastive analysis can predict problem areas in the second / foreign language learning / teaching and hence the findings of contrastive analysis should guide the preparation of materials and the training of teachers.

Contrastive analysis is concerned with the synchronic contrastive description of two languages carried out for different purposes. Halliday et.at (1964:113) explain two fundamental principles of contrastive Linguistics: "One is 'describe before comparing', the other is 'compare patterns no whole languages". Both are obvious, because comparisons are impossible if descriptions are not made available; comparison of whole languages is actually impossible because each language is a 'system of system'. There can be no single general comparative statement for whole languages. A comparison is profitable, only when specific sub systems are compared. According to Haliday et.at (1964:113); there are three types to be followed in a comparison, "first, the separate description of the relevant features of each language; second, the establishment of comparability, third, the comparison itself.

From the above explanation it is understood that the contrastive linguistics or study can be viewed in two different perspectives viz. (i) Enquiry and (ii) Practice. In other words, there are two aspects of contrastive linguistics: (i) Theoretical aspect and (ii) Applied aspect. The theoretical aspect of contrastive study is concerned with theory methods, linguistic universals, and the overall implication of the findings of contrastive analysis. While applied aspect of contrastive study is concerned with the application of its findings language teaching and translation methods. Then the contrastive study helps to formulate certain new language teaching methods and to understand and formulate certain general linguistic theories. Thus, in order to understand the common properties found between English and Tamil, a contrastive study is undertaken here.

4.3. VERBS OF COMMUNICATION IN ENGLISH AND TAMIL

The following is the table showing the contrastive list of verbs of communication in English and Tamil in each domain of communication.

SR. NO.	TYPES OF COMMUNICATION	VERBS USED IN ENGLISH	VERBS USED IN TAMIL
1	Speaking	speak, talk and converse	*peecu, araTTaiyaTi, vampaLa, aLavaLaavu,*

			uraiyaaTu
2	Saying	say, utter, tell and state	*col, kuuRu, ceppu, en, terivi*
3	Explainining	explain, expound, explicate, elucidate, interpret, construe, account, justify, and rationalize	*viLakku,vivari*
4	Declaring	declare, announce, publish, advertise, proclaim, promulgate and broadcast	*aRivi, veLiyiTu, viLamparaPPatuTTa* *oliparappu,*
5	Asking-1	ask, question, interrogate, query, inquire, catechize, quiz and examine	*keeL-1, vinavu, vicaari, vicaaraNai cey*
6	Asking-2	ask, request and solicit	*keeL-2, veeNTu*
7	Summoning	summon, summons, call, cite, convoke, convene and muster	*kuuppiTu* and *azai*
8	Praising	praise, laud, acclaim, extol and eulogize	*pukaz, paaraaTTu, meccu, tuti, pooRRu, eettu* and *vaazttu*
9	Reproving	rebuke, reprimand, admonish, reproach, chide	*eecu, tiTTu, vai, capi, ndindti, pazi and ikaz, eecu, tiTTu.*
10	Discussing	discuss, argue, debate, dispute and agitate	*kalandturaiyaaTu, vaati, vaaiataaTu, vaatiTu, tarkkam cey, tarkki, vazakkaaTu* and *manRaaTu*

The following table shows the difference in the argument structure of the verbs of communication in English and Tamil based on the subdomains.

SR. NO.	TYPES OF COMMUNICATION	ARGUMENT STRUCTURE AND THEIR REALIZATION	AGRUMENT STRUCTURE AND THEIR REALIZATION

		OF VERBS IN ENGLISH	OF VERBS IN TAMIL
1	Speaking	The verbs of speaking in English are capable of taking three arguments: the addresser, the addressee and the matter addressed. The addresser is realized as an NP, which functions as the subject of the verb; the hearer is realized as a PP (to NP) which functions as the indirect object of the verb; the matter addressed as a PP (about NP).	The verbs of speaking in Tamil are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*); the matter addressed is also realized as a POP (NP-*paRRi*).
2	Saying	The verbs *say* and *tell* are capable of taking three arguments: the addresser, the addressee and the matter which addressed. The addresser is realized as an NP which, functions as the subject of the verb; the addressee is realized as a prepositional phrase (to NP) which functions as the indirect object of the verb; and the matter addressed is realized as a PP (about NP) or as that-COMP.	The verbs of saying are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*kku*) or POP (NP-*iTam*); the matter addressed is realized as an NP or CP (NP-*ai*) which functions as the object of the verb or e*n*Ru-COMP.
3	Explaining	The verbs of Explaining in English are capable of taking three arguments, the speaker, the hearer and the 'matter' which is explained. The speaker is realized as an NP, which functions as the subject of the verb; the hearer is realized as an NP or as a PP (to NP); the 'matter' which is explained is realized as	The verbs of explaining in Tamil are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a case phrase (NP-*ukku*) or POP (NP-*iTam*); the matter which is addressed

		an NP.	is also realized as a CP (NP-*ai*) or POP (NP-*ai-paRRi*).
4	Declaring	All these verbs are capable of taking two arguments: the addresser and the matter which is addressed. The addresser is realized as an NP, which functions as the subject of the verb. In most of the situations the addresser is is not realized explicitly, but can be interpreted as public. The matter which is addressed is realized as an NP or as a PP or that-COMP, to-COMP.	The verbs of declaring are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ukku*) which functions as the indirect of the verb; the matter which is addressed is realized a CP (NP–*ai*) which functions as the object of the verb.
5	Asking-1	The verbs of asking-1in English are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP, which functions as the subject of the verb; the addressee is realized as a NP or PP (of NP); the matter which is addressed is realized as an NP or as a PP (for NP, to NP, about NP, in NP, if-COMP).	The verbs of asking-1 in Tamil are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a POP (NP-*iTam*); the matter which is addressed is realized as another POP (NP-*paRRi*) or *paTi*-comp (V-um-*paTi*) or *enRu*-COMP (S-*enRu*).
6	Asking-2	A typical verb of asking-2 is capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as an NP which functions as the object of the verb.	The verbs of aksing-2 are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*) or POP (NP-*iTam*) and the matter which is addressed is

			realized as a (*paTi*-COMP)
7	Summoning	A typical verb of summening is capable of receiving to arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP which functions as the subject of the verb and the addressee is realized as an NP which functions as the object of the verb and the matter which is addressed is realized as PP (for NP) to-COMP.	The verbs of summoning are capable of taking two arguments: the addresser and addressee. The addresser is realized as an NP which functions as the subject of the verb; the addressee is realized as a CP (NP-*ai*) which functions as the object of the verb.
8	Praising	The verbs of praising in English are capable of taking two arguments: the speaker (expresser), and the object of approbation or esteem. Some of them are also capable of taking a third argument denoting 'the matter of approbation or esteem' which is realized as a PP (for NP).	All these verbs are capable of taking two arguments: the speaker (expresser) which is realized as an NP which fucntions as the subject of the verb, and the object of approbation or esteem which is realized as a CP (NP-*ai*) which fucntions as the object of the verb. Some of them are also capable of taking a third argument denoting 'the matter of approbation or esteem' which is realized as an *enRu*-COMP.
9	Reproving	All these verbs are capable of taking two arguments: the speaker (expresser), and the object of blame or censure. They are also capable of taking an argument denoting 'the matter of blame or censure' which is realized as a PP (for NP).	The verb is capable of receiving two arguments: the addresser and the addressee (i.e. the object of blame) is realized as a CP (NP-*ai*) which functions as the object of the verb. One can think of a third argument which is the matter addressed.

10	Discussing	The verbs of discussing are capable of taking three arguments: the discusser, the accompanier and the 'matter', which is discussed. The discusser is realized as an NP, which functions as the subject of the verb; the accompanier is realized as an NP or PP (with NP) the 'matter', which is discussed is realized as an NP or PP (for NP).	All these verbs are capable of taking three arguments: the addresser, the addressee and the matter which is addressed. The addresser is realized as an NP functions as the subject of the verb; the addressee is realized as a CP (NP-*uTan*); the matter which is addressed is realized as a POP (NP-*ai-paRRi*)

The contrastive study of verbs of communication in English and Tamil reveals that in spite of the differences in the make up of argument structure and their realization in the surface structure, there is a kind of universal tendency in expressing communication. English makes use of comparatively more number of verbs by lexicalizing certain shades of meaning to denote a particular type of communication. It is possible to think of a transfer grammar to transfer the argument framework of English into Tamil and vice versa.

5. SALIENT OBSERVATIONS

The verbs grouped under communication show different types of communication that differ in their semantic structure as well as argument structure. A number of communicative processes are involved in the act of communication. The communicative domain includes speaking, saying, explaining, declaring, asking-1, asking-2, summoning, praising, reproving and discussing. Under each communicative domain a good number of verbs are used to express different shades of meaning in the domain. The members of a domain are related to one another as synonyms or stylistic variants or by possessing additional semantic feature of manner, which differentiate one from the other.

The contrastive study of verbs of communication in English and Tamil reveals that in spite of the differences in the make up of argument structure and their realization in the surface structure, there is a kind of universal tendency in expressing communication. English makes use of comparatively more number of verbs by lexicalizing certain shades of meaning to denote a particular type of communication. It is possible to think of a grammar of transfer to transfer the argument framework of English into Tamil and vice versa.

A trans-lex-grammar (i.e. transfer grammar) may be attempted after finding the argument structure of each verbs and the generative nature of meaning extension

(i.e. the rules to generate the polysemy form the core monosemy). The present research is a milestone in such a pursuit.

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